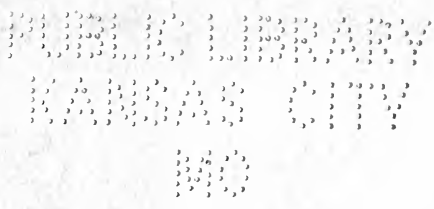


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The Playground.

Vol. 6

April 1912 - March 1913

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April, 1912

The Playground

To Promote Normal Wholesome Play and Public Recreation



Washington, D. C., Playground Association

ON A WARM SUMMER DAY

Twenty-five Cents a Copy

Two Dollars a Year

The Playground

Published Monthly by the

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

1 Madison Avenue, New York City

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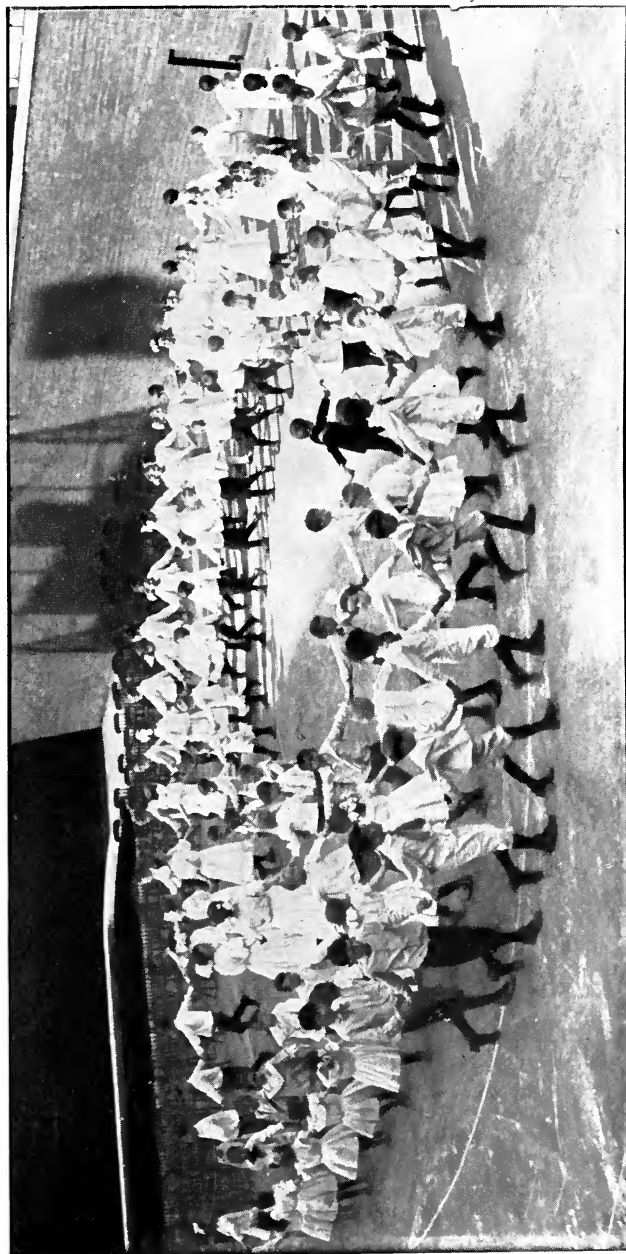
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Any person contributing five dollars or more shall be a member of the Association for the ensuing year.

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Wed. morning - a.p.



Children's Home of Cincinnati

NOWHERE IS A PLAYGROUND A GREATER BLESSING THAN IN AN INSTITUTION FOR CHILDREN

THE WORLD AT PLAY

ANNUAL MEETING The Annual Meeting of the Playground and Recreation Association of America will be held in Cleveland, Ohio, June 5th to 8th, 1912. Rural Recreation will receive special emphasis at this meeting.

UNIVERSITY OF WISCONSIN Play and physical training courses will again be offered in the Summer School of the University of Wisconsin under the direction of Professor George W. Ehler. Years of practical experience in the administration of playground work have prepared Mr. Ehler for this special task of the training of workers.

COMMERCIAL RECREATION The Playground and Recreation Association of America has organized a Committee on Commercial Recreation. Mrs. Charles H. Israels is Chairman, and Miss Julia Schoenfeld is Secretary. The Secretary is now making a study of commercial recreation in Boston. A number of other cities have already written the Association, desiring the help of Miss Schoenfeld in making similar investigations and working out constructive measures.

PLAYGROUND SITUATION IN MASSACHUSETTS*

JOSEPH LEE

The present need in the playground movement, as it is now generally recognized throughout the country, is for more intensive work and especially for more general, continuous and expert supervision. Indeed the need for improvement in this direction is very great, and not merely for the sake of advance but in order to prevent reaction. Unsupervised playgrounds are as a rule not making good, especially in crowded districts. When such playgrounds are not monopolized by toughs they are apt to be used only by those boys who are especially expert in our leading games and who could be pretty nearly counted upon to find a chance to play under any circumstances. At its best the unsupervised playground is used far less than it would be under proper supervision, seldom more than one tenth of its capacity.

* Report to the Massachusetts Civic League

EXTRACT FROM A LETTER FROM A BOY SCOUT

If a city or town can afford to have a playground at all it can afford to have it supervised.

The form of supervision is a more difficult question. It will probably, however, pay any municipality of over ten thousand inhabitants to have at least one properly trained superintendent giving his whole time to the playgrounds, to have the smaller children's playgrounds supervised by competent women instructors during the summer months, and to have men teachers from the schools take charge of boys' games in the spring and fall.

EXTRACT FROM A LETTER FROM A BOY SCOUT

"Did you know that I am a Boy Scout? I have been in for about three weeks. I have been on two hikes and I had a fine time. On the first, we practised with the stretcher, pole vaulting, broad jumping and signalling with the Meyer Code. When it got dark we went through woods where we began to build a fire while two others set out alone for food, without a light, and didn't know the way and when the heavy mist was setting in. They walked seven or eight miles to get food while we cut down dead trees, broke them up into little pieces, and arranged them for the fire. When we had done that, we made a fire with one match and with wood only. Later the two came back with potatoes, sausage, and two boxes of Uneeda biscuits. We then baked the potatoes and cooked the sausages in scout fashion. We ate all the Uneeda biscuits and wished for several more boxes of them. When we finished, we put out the fire and walked those seven or eight miles to get to the car. On our way we located the North Star and the O'rion. I got home at quarter past ten. On the second hike we found a lantern in the woods. I learned that in those same woods, those scouts had killed thirty-one coons and three o'possums in October. Our troop expects to go on a night hike this week."

January 10, 1912.

RECREATION INSTITUTE FOR THE NEW ENGLAND STATES

BROOKLINE, MASSACHUSETTS

February 15th, 16th, 17th, 1912

J. CLEMENTS BOYERS

New York City

The purpose of this institute was to make possible an exchange of ideas and a full discussion of the problems of recreation and playground administration.

Brookline was a fortunate place to have held the institute. It is one of the cities which employs a supervisor of recreation throughout the year; and it was worth while for anyone interested in recreation just to have visited this city and to have seen what is being done so ably and so successfully there through the municipal playgrounds, gymnasium and bath.

The well appointed Municipal Gymnasium was the headquarters of the institute, but the sessions were held in the auditorium of the high school building which is diagonally across the street. Both the gymnasium and the high school face a large quadrangle used as a playground during the summer and flooded for skating in the winter.

On the opening evening the cordial addresses of welcome were given by Philip S. Parker, chairman of the Board of Selectmen of Brookline, Massachusetts, and Harry W. Cummer, chairman of the Gymnasium and Baths Committee and a member of the Playground Commission. These words of welcome were followed by three addresses and a most enjoyable informal reception given to the delegates and visitors by the local reception committee.

SCHOOL BUILDINGS An audience is always anxious to hear Joseph Lee, president of the Playground and Recreation Association of America, because they know that stimulating food for thought will be given to them in a simple and palatable form. Mr. Lee, in his address on "Boys and Girls at Play," said: "Play has been unfortunately largely banished from the home for lack of room. Even domestic training now has to be supplied by the schools because mother cooks on a gas burner and has not room to show her daughter how. The problem is to find a place where

RECREATION INSTITUTE FOR NEW ENGLAND STATES

boys and girls can meet under rational conditions. The school buildings seem to have the space, especially in the school halls; and I believe that a great development in the future is going to be the opening of all school buildings for this and other social purposes.

"People do not go wrong because they want to, but because circumstances are against them; and circumstances in the modern city, which has squeezed its children out on to the street and into the dance hall and left them to get home any way they can in the small hours of the morning, are against our young people at the present time."

In view of these conditions, Mr. Lee pointed out that it was imperatively necessary that proper recreational facilities be furnished, for not only the boys and girls, but for the whole family as well.

Miss Frances G. Curtis gave the gist of the report of the recreation survey of Milwaukee. Miss Curtis said that the vital thing about this survey, for other cities, was that it pointed the way toward the most practical and comprehensive method of attacking the recreation problem: that is, through a careful collection and study of all the facts, and in the light of these to lay out a recreation program.

A CITY PLAN "The Recreation Movement in New England" as portrayed by Francis R. North, field secretary of the Playground and Recreation Association of America for the New England states, shows a marked tendency in the cities of that section to consider the recreation problem in its larger aspects as a problem that has to do with a fundamental part of the life of the entire community and not as one which is concerned with playgrounds alone. He pointed out that in a number of the cities playground commissions are coming into existence and are grappling with the problem in a comprehensive way, first by trying to learn what the facts are and then by trying to face the whole problem, attacking it through the guidance of a supervisor of recreation whose whole time, and thought, and energy are given to the working out of a recreation program for the entire community. A number of the larger cities are working towards a fuller co-ordination of the recreation facilities through the uniting of different departments under a recreation commission composed of representatives appointed from these various departments,—Park, School, Library.

RECREATION INSTITUTE FOR NEW ENGLAND STATES

The smaller cities and the rural communities are bestirring themselves to the solution of their recreation problems.

SELF-GOVERNMENT The Friday sessions and the Saturday morning session were valuable both from the standpoint of the papers presented and from the open discussion that was called forth on the floor. Ernst Hermann, director of physical education in the schools of Cambridge, Massachusetts, elicited many questions and stimulated much valuable discussion when he presented the proposition that our playgrounds should be largely governed by the children themselves if we hope to secure the best results. Mr. Hermann presented this idea of self-government not as a theory but as something which he works out in connection with his own activities. When questioned as to whether his idea involved doing away with the regular supervisor, he replied: "I do not say that you can take boys off the street; I do not say that you can develop self-management unless you have some instruction as to what it means and as to its value. If I start a team lesson I have to teach the children beforehand the value of co-operation. The supervisor should in a way see everything, he should know everything, that is going on." It was further brought out in the discussion that the average boy learns most of his meanness,—and his goodness, too,—from the boy who is only a year or two older than he, and hence the problem of supervision is greatly simplified by instilling into the older boys and girls the proper spirit and then calling on them to be leaders in the play of the younger children.

MORAL VALUES Dr. J. H. McCurdy, director of physical education of the International Young Men's Christian Association College, Springfield, Massachusetts, spoke on "Moral Values in Athletics":

"Morality means rectitude of life and conformity to the standards of right. * * * The essential factors in securing moral progress are good birth, good environment, and good will. * * * The need of moral education is evidenced by the facts of daily life in business and athletics."

But we are living in a new environment in which the home plays but a feeble part. The children must find their recreation outside the home at the public recreation centers.

If our moral standards are to be what they ought to be in these centers we must make them what they ought to be in business and

RECREATION INSTITUTE FOR NEW ENGLAND STATES

athletics, for the standards of these groups filter down into the playground. Of course if we inculcate proper moral standards on the playgrounds these will remain with the individual in business and college athletics. Let athletics be used as a means of character building; let coaches place sport above the winning of games. Do not let all center in the physical activity, but let the sports contribute to the formation of traditions, let the rules of the game be simple, and let the audience be educated to applaud skill in fair play; these things will contribute to the moral value of athletics.

Dr. Dudley A. Sargent, director of Sargent Normal School of Physical Education in Cambridge, Massachusetts, presented a paper on "Municipal Gymnasias."

He too points out that modern conditions of urban life are such as to rob the average person of the "constitutional vigor, toughness of fibre and mental and physical hardihood" possessed by our ancestors who were "moulded and developed by the all-round physical activities conducted under favorable living conditions."

The afternoon session on Friday was given over to the consideration of work for boys through the Boys' Clubs and the Boy Scouts, and to a discussion of holiday celebrations. Frank S. Mason spoke on the subject of "The Boys' Club in the Community."

Ormond E. Loomis, the New England field secretary for the Boy Scouts of America, spoke of the present aspects of the scout movement in New England, and Henry W. Holmes, assistant professor of education at Harvard University, spoke of "Scouting as a Means of Developing Character." All are agreed that the boy responds enthusiastically to leadership of virile men who are interested enough to take time not to talk to the boys but to do with them the things that are really worth while.

Lee F. Hanmer, from the Department of Child Hygiene of the Russell Sage Foundation, outlined the movement for the rational, constructive, educational observance of holidays.

The Friday evening session took up three subjects. Mrs. Charles Henry Israels pointed out that repression is neither the desirable nor the possible course to follow with young people who are simply seeking a legitimate expression of themselves;—and not their worst selves either, but their best, if we will only give the best a chance. We allow those interested in making money to make our young men and women bad, whereas we might, by only a little seri-

ous thought and effort, help them to be good. The solution of the commercial recreation problem lies along the line of regulation and substitution, said Mrs. Israels.

THE DRAMA Professor George P. Baker of Harvard University spoke on "The Drama as Community Recreation—The Pageant."

Professor Baker traced the historical development of the pageant and then stated what he believed should be the fundamentals in writing pageants today. They should be the recreating of history for the people by the people, and a revealing to the people of the artistic, and therefore the poetic and uplifting, in what seems commonplace because it is seen every day. Pageantry should not exploit the individual, nor even small groups, but should be the product of self-effacing co-operation by individuals. It is not mere processioning, it is not chiefly dancing, it is not mainly singing, or music of any kind; it need not be largely or wholly pantomime; it is not even a mere succession of dramatic episodes. Complete flexibility of form, entire independence for the imagination of those who create the pageant, and hearty co-operation by all groups socially in the use of all the elements of entertainment just mentioned,—these are some of the essentials if pageantry is to become the art it should be in this country. Above all, the pageant should inspire the audience with a stronger, because a more understanding, civic pride. It should try to leave with the audience some idea which may bind the various groups in a community more closely together because common interests or opportunities have been made clear. A pageant which merely entertains for the moment, leaving with the community no permanent cause for pride in its past or present, no revelation of beauty, has missed its greatest opportunity. Obviously, the best type of civic pageant will be so much the product of the community it represents that it can be given satisfactorily only in that community. On the other hand, there is another type of pageant dealing with such general subjects as Education, Play, the Seasons, Beauty, which might well be given in many places; but always when possible, some special application of the subject to the community in question should be made.

Discussing the details of such work, Professor Baker pointed out that pageants need not necessarily be very expensive and that the children of the schools and the settlement houses might well find

in their annual or semi-annual expression of their dramatic cravings. He showed the way in which a school or settlement pageant might be built up in the course of a few years, if each year two or three episodes only were given. He dwelt on the imperative need in pageantry, especially for children, of a trainer who will teach the participants to forget themselves in producing the total effect desired and yet at the same time will so stimulate them as to draw out and foster any creative dramatic instinct. In pageantry, so understood, is a great opportunity while increasing the patriotism of our people, to reveal to them the beauty that surrounds them and to train them to fearless and comprehending pleasure in it.

MUSIC Arthur Farwell, president of the American Musical Society and superintendent of municipal concerts in New York City, spoke on "Music for the People." He spoke of what had actually been accomplished in New York City through the music in the parks and on the recreation piers, where the best music was presented and was received with enthusiasm by thousands of people from every walk of life. The appeal was made through this first-class music to the finer instincts of the crowd; and the great mass of the people rose to the occasion with most gratifying results. Mr. Farwell's conclusion is that ragtime is not necessary in order to grip and hold the great crowds of people who frequent our parks. Our music for the people may be chosen from the best of the ablest composers.

William Chauncy Langdon, of the Russell Sage Foundation, led the discussion at the close of the addresses.

The time on Saturday morning proved too short for the presentation of the papers and for the discussion which they provoked. It is evident that there has not yet been reached a universally satisfactory answer to the question: "To what use ought our schoolhouse be put?" It is not disputed that the schoolhouses belong to the taxpayers and that they have a right to use them in whatever way they deem wise, but the question is, "What is wise?"

Mrs. David Kirk presented a lucid paper on "The Social Center," defining the social center as "a place of amusement where neighbors meet for the practice of democracy." It is necessary because of the diversity of American life which tends to provincialism. The social center aims to draw people together and approaches the problem through their common interest in a wholesome good time. They become democratic through the democracy of their recreation.

RECREATION INSTITUTE FOR NEW ENGLAND STATES

The best social centers are led from within by those who come from the ranks. "At the ideal social center, all the people of any given neighborhood should have the interest of each individual,—his joy, his sorrow,—at heart. The program must be simple and concrete, but not detailed." Spontaneity is to be encouraged.

Miss Mary P. Follett of Boston and Michael M. Davis, Jr., director of the Boston Dispensary, presented very suggestive papers on "Evening Recreation Centers." Mr. Davis dealt with the civic aspect of the recreation center.

Miss Madeline L. Stevens of the Parks and Playgrounds Association of New York City told of the work of the Guild of Play. Miss Stevens spoke especially of the street play carried on by the Guild and described the games which have been adapted to the various ages and conditions of children, such as games for crippled children.

George A. Parker, superintendent of parks in Hartford, Connecticut, closed the morning session by a short discussion of the "Larger Uses of Public Parks." Mr. Parker's paper will appear in *THE PLAYGROUND*.

The morning session closed promptly at noon in order to allow an automobile trip to the various playgrounds and about the town of Brookline.

One of the enjoyable and valuable features of the institute was the noon luncheons held in the Municipal Gymnasium. These gave opportunity for informal exchange of ideas and experiences. Each luncheon was followed by a number of five minute reports from various cities, which proved to be full of practical suggestions.

Not the least enjoyable part of the program was the demonstration on Saturday afternoon of swimming, play, Boy Scout activities, and folk dancing.

Of course the value of a recreation institute cannot be accurately judged by the number of delegates present nor by the enthusiasm of the delegates under the influence of the platform addresses and the discussions on the floor. The real value is to be determined by the degree to which each of the 139 delegates present leavens his own community after his return home.

RECREATION CENTERS*

CALIFORNIA

KENTFIELD Tamalpais Center, a club house with extensive recreation grounds, was donated to the towns of southern Marin County by Mrs. A. E. Kent and her son William Kent, and organized into a corporation. It was equipped and is maintained by private funds.

Besides outdoor sports and festivals, there are fourteen associations and classes for educational and social purposes, which are self-supporting and contribute a small per capita amount toward the general expenses of the center.

The clubs have many social times, with dancing and games. The center is open every day in the week, all day, including Sunday, when there are social and literary gatherings, and a Sunday school. Civic services are always held preceding public holidays.

LOS ANGELES In 1910 there were four recreation center buildings under the direction of the Playground Commission, with paid and volunteer workers in charge. The activities consisted of clubs of various kinds open every day to boys and men, girls and women.

Saturday evening lectures and entertainment courses were open to all. The activities of the clubs comprised gymnastics, games, dramatics, social times, baths, library, game room, bowling alley, bands, cooking classes.

Three of these recreation centers are called "club houses." The fourth, which is located at the municipal gymnasium at Holly Street, is called a recreation center. Here free evening classes are held, men's classes on Tuesdays and Fridays, women's on Mondays and Thursdays. There are ten shower baths, with soap and towels furnished free. The bowling alleys are also free to all.

In December, 1911, a recreation center was started at the Macy Street school, with a number of paid workers.

A social center is conducted at the Polytechnic High School;

* The Association is indebted to Clarence Arthur Perry of the Russell Sage Foundation and to more than fifty individuals in different cities throughout the country for the information showing the standing of the recreation center movement. It is hoped that this information may be of service in the many campaigns for recreation centers now being carried on

RECREATION CENTERS

and several other schools are being opened to some extent as neighborhood centers.

SACRAMENTO The plan of the Board of Education to introduce social centers, as well as other improved facilities for outdoor and indoor recreation, was superseded in May, 1911, by the work of the Society for the Prevention of Cruelty to Children, in establishing a playground to demonstrate the city's need.

Two acres next to a centrally located school were equipped as a playground and two instructors were placed in charge. Provision for playgrounds has been embodied in the new commission charter.

SAN DIEGO The Playground Association has plans for a \$5,000 field house and a fifty-acre playground, to be used as a recreation center for San Diego.

CONNECTICUT

WATERBURY The basement of the Clay Street school is used as a neighborhood center. This is under the direction of the Associated Charities as an extension of its summer playground work, the playground director being retained to continue the club work for boys and girls. The center is open every day from the close of school until 10 P. M. and all day Saturday. Both boys' and girls' clubs are conducted.

DISTRICT OF COLUMBIA

WASHINGTON The Eckington Emery Home and School Association has presented a petition to the Board of Education to open the schools as social centers. They are desired for boy scout meetings, industrial and domestic work, social and business neighborhood meetings.

Requests have also come from Gage, Ludlow and other schools. This request seems to be looked on favorably by the Board of Education, but is now in the hands of the City Solicitor for his decision as to whether the movement is educational, as the buildings cannot be used except for educational purposes.

COLORADO

DENVER A club room has been opened in connection with a new Day Nursery built at 2748 Lawrence St. by the recently incorporated Social Center and Day Nursery Association founded

RECREATION CENTERS

by Mrs. Henry E. Wood. The club room is constantly under supervision and open for any entertainment.

Girls' clubs have been formed by Mrs. Anna Noble, an energetic worker for the Colorado Congress of Mothers. Club motto is "Have a good time." Clubs of from 15 to 20, largely high school girls, meet in the kindergarten or assembly hall. The school board grants permission to hold evening meetings. Mrs. Noble gives talks on general hygiene, which leads to gymnasium drills, folk dancing, organized sports like basketball or captain ball. Every week one circle has a party. About 300 girls are already enlisted.

ILLINOIS

CAIRO The Cairo High School building is used as a recreation center for white people, the Sumner High School for negroes. It is felt that these two buildings meet the needs as there are so many other places better suited in every way for entertainments aside from educational. Nearly every country school in the district is more or less of a recreation center. Several other buildings and grounds have equipment for basketball.

CHICAGO Thirteen school buildings are used for social centers and are supported and directed by the school board. The activities include games, gymnastics, singing, dramatics, illustrated lectures, moving pictures, dancing, debating.

Eighteen recreation centers in connection with the park systems provide indoor and outdoor gymnasiums, shower baths, swimming pool, assembly halls, club rooms, reading rooms and lunch rooms.

DECATUR The University House Improvement Guild is a community house with a community man, whose principal work has been the beautification of streets and alleys in the neighborhood. Their plan involves ultimately the use of schools and public buildings as neighborhood meeting places.

PEORIA The committee on playgrounds of the John C. Proctor endowment fund is perfecting plans to build a well-equipped gymnasium building to contain besides gymnastic apparatus, baths of various kinds, an assembly and reading room, bowling alleys and apartments for directors and attendants. Behind this building there are to be two gymnasiums, one for boys and men and the other for girls and women. Out of doors there will

RECREATION CENTERS

be a larger swimming pool. The ground will provide athletic fields and outdoor gymnasium, the one side for boys, the other for girls. The building will probably cost \$75,000, and will be built in time for use next summer. A day nursery will be a feature of the plans.

INDIANA

GARY The Emerson School is open as a social center until 9.30 P. M. every evening, except Sunday, under the management of the Board of Education. Classes in English, manual training, library work and gymnastics are open to adults. There are also social gatherings of all kinds, concerts, lectures, club meetings, choral societies, classes in domestic science and educational classes of all kinds.

The regular day school session lasts from eight to five, during which period at least a quarter of the pupils are playing out of doors. The school is also used on Saturdays by children and adults. The school year is eight months.

IOWA

BURLINGTON The West End Improvement Club on October 30, 1911, opened the Washington Street school building for extensive social center activities under the direction of the principal, who acts as supervisor. A young men's club for mutual mental, physical and social welfare was the first organization effected. The young men provided for themselves a well-equipped gymnasium, including shower baths, and are making plans for a further extension of their activities. The club has a membership of 41, who meet regularly eight evenings a month. The young women have also organized, and are working along practically the same lines. They employ their own physical director. The supervisor is at present providing entertainment for the older people of the community. The young women meet four evenings a month, which, with other social evenings enjoyed by all the people in the community, make a total of fifteen evenings when the school building is open to the public.

KENTUCKY

LOUISVILLE Two social centers in public schools were opened in the spring of 1911, one in February 1912. They are directed and supported by the Woman's Club of Louisville, the

RECREATION CENTERS

school commission furnishing the buildings, light, heat and janitor service.

Out of the 75 voluntary workers, 20 are public school teachers. Each center is open one afternoon and two evenings a week from October to June. The centers are used in the afternoon by children under 14, in the evening by young people over 14 years of age and by adults. One evening is devoted to public lectures on art, literature, science, travel, health, or to dances, plays or concerts given by social center organizations, of which each club gives at least one during the year for the public. All lectures are illustrated with lantern or exhibits. The other evening is given over to club work. The various clubs include the Men's Civic Club, Housekeepers' Conference, Glee Club, Orchestra, Dramatic Club, Social and Games Clubs. Other activities are folk dancing, reading room, and sewing. One center has a branch library with a trained librarian from the free public library.

Backed by the Commercial Club, Board of Trade and the Men's Federation, the Woman's Club has asked the City Council to appropriate \$5,000 as an extra fund to be used by the Board of Education for extending the social center work. This would enable the Board to employ a director for full time. A social center exhibit is being prepared to be given in March.

MAINE

BANGOR During the summer of 1910 vacant rooms in three schools were used as social centers in connection with playground work carried on by the Twentieth Century Club, under the direction of a paid supervisor. Boys' clubs and baseball teams were organized. On account of the Bangor fire the playground work was discontinued during the summer of 1911.

PORTLAND In 1910 one recreation center was conducted in the Staple School under the auspices of the Fraternity House, the Board of Education furnishing room, light and heat. The workers of the Fraternity House supervised the activities. There was a boys' game room for school boys open from 7 to 9 P. M. on Monday, Tuesday, Thursday and Friday. Occasional lectures and entertainments were held in two other schools. At the present time the work is not being done owing to changes in

RECREATION CENTERS

the Fraternity House, but another year will probably see the work resumed.

MARYLAND

BALTIMORE The Children's Playground Association of Baltimore has at present three recreation centers, two for white people and one for colored. The centers for white people are at the Eastern Female High School and at the McKim Free School, in one of the most congested sections of the city. The center for colored children is held in a hall on Pennsylvania Avenue which was formerly used for colored dances, and had a most undesirable reputation. The Association is greatly encouraged by the work in these three centers.

The Public Athletic League also has three centers for boys' work, one at Cross Street Market Hall, one at Hollins Market Hall, and one at the Northwestern Club. Four of the regular playground directors have been engaged by the year. The Association proposes to spend at least \$15,000 for the season from November to April. There is also another recreation center at West Park. A public dance has been established, under proper supervision, at Union Hall.

MASSACHUSETTS

BOSTON In October, 1911, a committee on the extended use of school buildings of the Woman's Municipal League started initiatory work in the East Boston High School. The young people organized into small opportunity clubs, including the young women having organized literary clubs, home-making or novelty sewing classes, game and dramatic clubs. The young men have junior city council, clay modeling classes, printing, debating and dramatic classes. Friday night is music night for men and gymnasium night for women. The young men and boys have organized a band, drum corps, glee club and orchestra. Saturday night is reserved for a meeting of all club members and friends.

In November, 1911, the plan for the further use of school buildings was found to conflict with the statute regarding the authority of the school committee and the plan has been dropped until state legislation can be secured.

The Public Recreation League has appointed a committee to consider the use of dance halls, gymnasiums, school buildings, light-

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ing of playgrounds and parks. Several bills now before the legislature look to the use of school buildings in Boston for recreation and social purposes. These bills are backed by the school committee, the mayor, the finance commission and others.

BROOKLINE There is one municipal gymnasium used as a community recreation center. This is under municipal direction with trained supervisors in charge. The activities of the gymnasium are free to all town residents. Regular classes in physical training are held on week days for women and boys in the morning and early afternoon, for business men and boys later in the day and for young men and young women in the evening. Athletics, games and dancing are among the activities carried on in the social center. The public baths are an important part of the indoor plant, the building being in direct connection with the gymnasium. Free instruction in swimming is given to all the residents of Brookline.

HOLYOKE The Playground Commission has under way the starting of a social center at Morgan School as soon as apparatus can be installed. \$500 has been appropriated. The social center will be under the direction of the school principal, Mr. W. E. Judd, and a committee from the commission.

LANCASTER On Christmas Day, 1911, the Nathaniel Thayer Playground Association opened its gymnasium and playground, to which all townspeople are invited. In the gymnasium building is a general play room for basketball, roller-skating, gymnastics, folk dancing, pool, billiards. There are shower baths and rooms for boy scouts in the basement. Two high-grade bowling alleys are also being installed in the basement. Adjoining the gymnasium is an extensive field with baseball diamond. This field will be developed into a general recreation ground.

NEWTON There is a social center in Stearns School, for which the school committee furnishes one director who supervises after-school classes for young people in cooking, printing, sloyd, folk dancing and storytelling. The auditorium is used by Italians for Sunday afternoon meetings. A men's club supports a two months' supplementary evening school.

The Mason School is used as a meeting place for the Play-

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ground and Social Service League and other kindred organizations. A boys' club has occasionally met in the basement room.

In the Bowen School the Newton Library has a basement room for a branch library and reading room. Here under the librarian the boys meet in club one night a week, the girls another. The former have another basement room for games and boxing.

In the Horace Mann School evening classes are held for men and women, including Italian, German, French, Scandinavian, Armenian, Greek and Negro. These classes are supported partly by the school committee and partly by private subscription.

SOMERVILLE Two school houses, one room in each, were used during the winter of 1909 and 1910 as evening recreation centers one evening a week.

Two rooms and a corridor of one school were used by a group of 75 boys during the winter of 1911-1912.

MICHIGAN

DETROIT Detroit has four social centers conducted at the Bishop, Capron, Greusel and Newberry schools. These are supported by the Board of Education, and are under the supervision of the general supervisor of public schools. They are in use from October 1st to March 15th, making a total of 110 nights. The boys have the use of the building Monday and Wednesday nights, the girls Tuesday and Thursday, with alternate Saturday evenings.

Activities for boys include classes in carpentry, mechanical drawing, hammered brass, swimming, gymnastics, basketball teams and debating clubs. The girls have classes in millinery, sewing, domestic science gymnastics, folk dancing, music, choruses, literary and social clubs. On Saturday evenings an entertainment is given consisting of a stereopticon travel talk, concert, lecture or games, followed by social dancing. Mixed dancing parties attended by both the boys and girls have been held several times during the season at two of the centers.

A branch of the Public Library is placed in each of the social centers, which are also provided with magazines. Cooking still continues to be of much interest to the girls.

KALAMAZOO Night schools are being held in several buildings, and in addition gymnasium classes open to all are held in the East Avenue School for men two nights a week, for women

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one night a week, and for boys one night a week. There is a branch library in this school three nights a week. The building is used as a meeting place for the East Side Improvement Association once a month.

The Lovell Street Continuation School has club work, shop work and free games two nights a week.

The Vine Street School has basketball, games, for high school boys and their opponents three or four nights a week.

Portage Street Library Branch is open three nights a week.

Woodward Avenue School conducts a boys' club one night a week, and is the meeting place of the Parents' Association one night a month. Occasionally lectures are held in the Central High School.

MINNESOTA

MINNEAPOLIS Twenty-two schoolhouses are used for mothers' clubs, parent-teachers' associations, sometimes boys' and girls' clubs, lectures, civic discussions and entertainments. Parties of neighborhood groups and dancing classes are sometimes held in school buildings, or in co-operation with a nearby settlement. The School Board provides heat, light and janitor's service. A strong sentiment is developing for a unified system under supervision.

ST. PAUL There are five recreation centers being conducted in St. Paul. The work was introduced by the St. Paul Institute of Arts and Sciences, but at the beginning of February, 1912, the work was turned over to the School Board to manage. Its support for this year is provided for by a special appropriation of \$2,000 in the school budget.

MISSOURI

KANSAS CITY Sweitzer School is being used as a social center under the direction of the principal of the school, Prof. Alexander E. Douglas, and the superintendent of the West Side Division of the Board of Public Welfare has conducted mothers' meetings and other meetings to attract the parents to the school both for entertainment and to discuss important questions pertaining to a closer relationship between the school and the home.

In addition to the use of this school there are several improvement clubs that are planning to use the school buildings. These

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clubs desire to cover a little more than is attempted in the social center. The general improvement of conditions of housing and sanitation is planned in the lectures given. The churches and schools, as well as any organization interested in the general neighborhood improvement, will assist in securing lecturers and providing a place to meet.

SPRINGFIELD The Fifth Ward Community Meeting has started to meet in the high school building under the auspices of the Boyd School Mothers' Club. The purpose is to urge citizens of the Ward to become more interested in child welfare work and to develop interest in the social center.

NEW JERSEY

BAYONNE The Rev. Thomas N. Killeen Playground and Recreation Lodge opened May 27, 1911, in Annette Park. The Recreation Lodge contains well equipped reading rooms and a meeting room which will be placed at the disposal of boys' and girls' social and athletic clubs free. There are shower baths and lockers for both sexes.

ELIZABETH In October of 1911 an organization of citizens of the Civic Recreation League employed a social director to organize social center work in School No. 3. \$1,600 was raised for the purpose. The social center has been open three nights a week, including Saturday. On two of the nights evening schools were also held. School No. 11 recently was opened for gymnasium work and basketball for boys. There is a membership of 300, a well organized self-governing girls' club, with another about to form, and a boys' club.

HOBOKEN Jefferson Street Recreation Center, under control of the Recreation Commission, is open every week day evening from 7.30 to 10, for social clubs, athletics, dancing classes. Municipal dances—admission by card—are held frequently. During the winter of 1911-12 the School Board has held holiday festivals, the entertainment furnished by the children. Refreshments have been provided, and dancing allowed after the program.

JERSEY CITY In September, 1911, two recreation centers at public schools Nos. 29 and 32 were in operation under the School Extension Committee, consisting of 17 members in co-opera-

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tion with the School Board. The members of the committee supervised the work, paid for music, and made arrangements for floor publicity. The School Board furnished light and janitor service. Social dancing was held one night a week at each school. Only young people over 16 are admitted, girls from 16 to 18 accompanied by their mothers.

In October, 1911, Public School No. 29 was abandoned, and Public School No. 11 was used in its place. It is the hope of the Committee to have five recreation centers in operation before the end of the year. In December, 1911, only one school was being used for social dances. It was the plan of the School Board to hire a man to have charge of this work.

NEWARK Some of the Newark schools are open as meeting places for parents' associations. An effort is being made by the Playground Commission to induce the Board of Education to combine with it in the matter of using some of the schools for recreation centers.

NEW YORK

ALBANY Two school yards are in use as all the year round playgrounds. The new high school building is to be equipped with modern gymnasium, and it is proposed to have proper instruction at this building.

BUFFALO From 3 to 5.30 each afternoon work is being carried on with the school boys and girls in the assembly rooms and gymnasiums of nine public schools and also in the following settlement houses: Welcome Hall, Westminster House, Watson House, Neighborhood House and Grace Church. For working boys and girls night school is held in four of the public schools. For older boys and girls and men and women two public schools and the settlements and other agencies mentioned above are utilized. The work in the school consists of regular class drills and apparatus work, followed by games and folk dancing. At the settlement houses and churches an effort is being made to introduce a social evening once a month instead of regular class work. The swimming pool at School No. 1 is being used by members of the gymnasium classes only. The directors from other schools are allowed to bring their classes over on Saturdays and holidays for swimming.

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The contracts for a field house and Lincoln playground have been let and work will start as soon as the weather permits.

NEW YORK CITY The season of 1910 and 1911 opened with 38 evening recreation centers, and closed with 43. These were supported and managed by the Board of Education. The city appropriated \$250,000 for the work of vacation schools, playgrounds and evening recreation centers for the season. The average cost per month for evening recreation center work was between \$12,000 and \$13,000. There was an average nightly attendance of 16,805 with 245 instructors in charge. The activities in the centers included free gymnasium, reading room, quiet games, literary and debating clubs, singing classes, library and study room. In the estimate for 1912, \$369,000 was asked for to maintain vacation schools, playgrounds and recreation centers and baths. Forty-eight centers were open at the beginning of the season 1911-1912.

ROCHESTER During the season 1910-1911 fully developed social centers, including both the recreational activities and adult civic clubs, were held in three of the thirty-six school buildings in Rochester. In two other buildings recreational activities alone were carried on, while only civic club meetings were held in two other school buildings. The paid staff of workers supported by the Board of Education continued their work until March 1st. The Board of Education has recently decided to continue the activities, resuming full charge for management and expense, and opening other centers as they are needed.

SYRACUSE On Feb. 16, 1911, a social center was organized at Sumner School. During the season weekly meetings, lectures, musical entertainments and discussion were held for adults, a boys' gymnasium and recreation club were conducted, and a girls' athletic and recreation club was carried on under trained supervision. Several ward improvement associations hold meetings in other school buildings. Two boys' clubs are conducted five evenings in the week from October to April under a voluntary board of managers. Small space limits the membership to 60 in the West End Club and 150 in the Syracuse Boys' Club.

NORTH DAKOTA

FARGO The Fortnightly Club, a women's organization, has opened neighborhood clubs in three ward schoolhouses.

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OHIO

CINCINNATI In 1909 and 1910 eight school gymnasiums were in use for evening classes for men and women. One high school had a chorus class Friday evenings. On other evenings the use of the school building was granted various organizations, such as improvement associations and parents' meetings. The Woman's Club conducted a recreation and club center for boys in one school six nights in the week.

CLEVELAND There is social center development in about fifty of the schools. This work is organized by a committee of the Board of Education with voluntary co-operation of principals and local organizations. The activities consist of concerts, illustrated lectures, orchestra and glee club, music and pictures. The expense of heating, lighting and printing is borne by the Board of Education.

COLUMBUS During the season of 1910-1911 four schoolhouses and three other municipal buildings were used as evening recreation centers. During the present season five elementary schools are in use as social centers four nights a week. The activities include clubs for boys, girls, men and women; athletics,—games, lectures, library, dramatics and entertainments. Lectures and musicals are held in the auditoriums of the West and South High Schools. The assembly room of Carnegie Library and another room over a saloon are being used in a similar way. In the schoolhouses the corridors, kindergarten rooms, assembly rooms and principals' offices are being used. The Champion Avenue School center, which is strictly a colored school and taught by colored teachers, has a larger attendance than any of the other school recreation centers.

PENNSYLVANIA

ALLEGHENY Five school buildings are being used by the Playground and Vacation School Association of Allegheny for late afternoon and evening classes. These are in congested districts where the useful arts have not heretofore been taught.

PHILADELPHIA Eleven social centers in school buildings are operated by branches of the Home and School League or affiliated societies in co-operation with the School Board, light, heat and janitor's service being furnished by the latter. The work-

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ers are paid and volunteer. Folk dancing, choruses, manual training, kitchen gardening classes are open to all children. Naturalization and English classes are also held. The Starr Garden Playhouse was dedicated October 16, 1911,—the first of a number of similar structures it is proposed to locate in different sections of the city.

PITTSBURGH There are two centers in school buildings.

There are five centers in other buildings open from five to six nights a week all the year and supported by the Pittsburgh Playground Association. The activities include classes in art, cooking, sewing, manual and physical training, singing, library facilities, games and folk dancing, lectures, concerts and picture shows. In addition to these some of the centers have dramatics, inter-park athletics, festivals, gardening, nature study, nature "hikes," literary clubs and swimming.

RHODE ISLAND

NEWPORT An evening recreation center is open in one school for girls four evenings a week. This is under the auspices of the Civic League, which pays the salary of a head worker and for janitor's services, the school furnishing the heat and light. The gymnastic, dramatic, dancing and embroidery classes are most popular. The building is open at 7 P. M. and the reading room can be used before the classes start at 8 P. M.

TEXAS

SAN ANTONIO In August, 1910, the Playground Association decided to make its new playground a recreation center. A community club was started which all the adults of the neighborhood were urged to join. A club house is to be built having reading rooms, library, and bowling alleys; and an auditorium for concerts, entertainments and boys' and girls' clubs.

WASHINGTON

SEATTLE Two field houses have been completed in connection with twelve equipped outdoor playgrounds, and plans for two more are being drawn at the present time.

WISCONSIN

APPLETON The Franklin School Neighborhood Association holds weekly meetings of a civic and social character, and aims to promote complete social center developments. Young women

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and girls have the use of the new high school gymnasium one evening each week.

BRODHEAD A fund has been appropriated by the Common Council to secure a memorial in honor of Civil War veterans. What form this memorial will take has not yet been definitely decided, but a strong movement is on foot to build a separate recreation center or to build additions to the school building and make its wider use a memorial to the G. A. R. Not only the school authorities but many of the veterans themselves favor this plan.

BURLINGTON A school building especially designed and equipped for civic, social and recreational uses was opened as "Lincoln Center" on February 12, 1912. The wider use of this school began under the supervision of a regular school staff. A movement is on foot to secure a special assistant.

FIVE POINTS Under the leadership of Assemblyman Monson, citizens have organized a Neighborhood Association. The services of a physical director have been engaged and gymnasium classes formed.

FOND-DU-LAC A local social center association, with 200 active members has been formed. Lectures, musicals, instructive entertainments and social activities, including dancing, are held in a school building.

FREMONT A Community Club uses the school building for meetings. Agricultural, literary and political topics are presented and social activities conducted.

HUDSON Beginning with a lecture course, and chiefly through the promotion of the superintendent of schools, the school building was shown to be too small for social center requirements. The School Board has therefore leased an old church building, which is used nightly as a social center.

LA CROSSE A Neighborhood Civic Club holds meetings in a school building for the discussion of public questions and the promotion of social and recreational development.

LINDEN The use of the school building as a social center began with a free lecture course and the purchase of a stereopticon lantern. The superintendent and teachers co-operate in the organization of community club activities.

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LODI The Neighborhood Civic Club meets in the school building for lectures and entertainments. Various topics, including agricultural, are presented.

MADISON Civic clubs have been organized in each of the eleven public schools. These clubs arranged and supported a successful Sane Fourth celebration. In their meetings they are giving attention to local municipal matters. A petition approved by the School Board and many influential persons asking for an appropriation of \$5,000 to organize social center development has been laid before the Common Council.

The wider use of the high school has begun with the organization of a business men's gymnasium class. Three graded school buildings are used for young peoples' clubs, gymnasium and folk dancing.

MERRILL 1910-1911. In addition to a model high school building in which the social center movement has begun, Merrill has, through the gift of A. Stange, a large recreation park and people's club house.

MILWAUKEE 1910-1911. Neighborhood Civic Clubs meet in ten school buildings.

The School Board has appointed a supervisor of recreation. One social center is now in operation, and preparations have already been made for the opening of others.

MISCHICOT A Farmers' Club was started two years ago in a rural school district near Mischicot. The club meets every second Wednesday evening from the first of November until the middle of April from 7.30 to 10 P. M. The farmers of the district discuss farm topics and problems, both men and women speaking. At each meeting an outside authority well informed on the subject discussed is invited to speak. A social hour follows. Last year the club aided in the town fair, which was a great success.

OAKLAND District No. 12, town of Oakland, has joined the movement for the use of the schoolhouse as a neighborhood center. At the first meeting, recently held and presided over by the teacher of the school, practical problems relating to agriculture were discussed by the farmers of the neighborhood. A small admission fee was charged, the proceeds being applied to the purchase of a Babcock tester.

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PRESCOTT A Peoples' Club, including the population of Prescott, organized with Mayor J. W. Howes as president, has held weekly meetings at which various public questions are presented and opportunities for free discussion are had.

RACINE 1911-1912. Through the co-operation of the school board Lincoln School is used as a social center. Various organizations in Racine united in promoting this movement.

RICHLAND CENTER The new model high school is equipped with gymnasium and shower baths and with auditorium fitted for dramatic presentation.

The new city hall in course of construction has an auditorium and stage. Senator James, leader in this movement, says, "We intend to engage a social engineer."

SAUK CITY Under the leadership of Principal M. T. Buckley the high school building is used for public lectures, for literary meetings, and musical and social gatherings. A citizens' meeting, February 9th, took definite steps to engage an assistant to Mr. Buckley to be in charge of social and recreational organization.

SAUK COUNTY Sauk County has nine farmers' clubs, which meet either in the school houses or in the homes of the members. Agricultural and literary topics are discussed; there are also social features. At the close of the last session the clubs joined in a picnic, which may become an annual event.

STANLEY 1911-12. Through the co-operation of the Lutheran minister, the Roman Catholic priest and the Presbyterian minister as leaders in the movement, the old high school building was secured, moved to the center of the town and is now in process of equipment for civic, social and recreational use as the "Stanley Peoples' Club House."

SUN PRAIRIE 1911-12. A Social Center Club has been formed with the definite purpose of increasing the equipment and use of the school building as a community center. In addition to discussion of agricultural and literary topics, this organization has developed activities similar to those of the old-fashioned singing school.

TWO RIVERS 1911-12. A Citizens' Association has been organized with the Mayor as president to use the high school

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as a social center. The school principal is co-operating in movement aiming at full development.

WAUPAGA 1911-12. A Citizens' Association uses the high school for lectures. Plans have been adopted for making the new high school building a model for social center development.

WEST ALLIS A Citizens' Club, including in its membership the whole adult population of West Allis and having as its officers the leading men and women of the town, was organized February 9, 1912, to use the school buildings as social centers.

It has taken definite action looking toward the engagement of a social secretary for the town who shall have charge of the social center development. One school building has so far been equipped with a motion picture machine.

WINDSOR Under the leadership of Rev. W. J. Warner, a Farmers' Club and Civic Association has been formed to begin social center development.

RECREATION FOR MONEY

BELLE LINDNER ISRAELS

New York City

THE SOCIAL EVIL About one hundred and fifty cities have recognized that phase of the commercial recreation problem known as the dance hall, and have had to face the situations brought in its train. The motion picture show and the cheap theater, with the dance hall, and the lack of proper public provision for the recreation of boys and girls between fourteen and twenty, are now beginning to be estimated at their true value as in many instances a feeder for the social evil. Free of entrance to all who can produce the small sum of admission, easy of behavior, simple in the facilities for making acquaintances, the amusement enterprise of the type popular with young working people, stands as the gateway of opportunity for the girl or boy whose tendencies at the formative adolescent age are none too certainly driving in the right direction. For the most part all sorts of people may come and go unmolested; and all sorts of people have discovered this fact. Therefore the dance hall is often the hunting ground of the prosti-

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tute, or the procurer, and even more often the promoter of the kind of loose living that makes the road to the reformatory pitifully easy.

WORK TO EXIST It is questionable with some kinds of people
PLAY TO LIVE whether young people should have recreation.

The concern of the modern community is not with these. Toil of today is so organized and living conditions are such, that Dr. Moskowitz put it best when he spoke of young girls as "those who work to exist and must play to live." When the question has to be met, as it must in every corner of the country, there are two lines of attack to be marked out. There will always be private enterprise in the purveying of amusements. It is due the community to regulate its manner of conduct. There should always be public resources to parallel the private offerings. These should aim to be real substitutes of good, plentiful opportunity for what is mediocre, or bad, in the commercial resources.

GOOD AMUSEMENT Thousands of people are spending millions of
PROFITABLE dollars in nickels and dimes and quarters in
the cheap amusement enterprises. These thousands are entitled to the protection and consideration of the public from several points of view. First, the places to which they are admitted should be structurally adequate—safe in case of fire, able to stand the strain of thousands of dancing feet, properly provided with exits and sanitary conveniences, and subject to inspection to insure the maintenance of a reasonable standard. Wherever it is possible, the sale of liquor should be prohibited in connection with dancing. It is always possible to prevent this in the place where instruction in dancing is given. The Dreamland Dancing Pavilions in Cleveland, Minneapolis and St. Louis and the dance hall at Euclid Beach, Cleveland, have proven that dancing can be commercially profitable without the sale of liquor, if properly supervised and sufficient thought is given to the enterprise as one of amusement and not one of profit only. It is evident that young people respond to good opportunities if they are properly clothed with appealing features of good music, good dancing floors and attractive lights. For their money they are entitled to expect these things.

MUNICIPAL REGULATION The commercial enterprise ought to be licensed, supervised and regulated by municipal authority wherever it exists. The good places never object to this. Only those which have reason to fear expense or

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difficulty in meeting requirements protest. Cleveland, New York City and Kansas City have adequate ordinances. The New York law, above all others, demonstrates the second object of regulation, beyond that of structural requirements, or the curtailment of drinking. The New York law is so broadly and simply drawn that it gives the authorities plentiful room for the exercise of discriminating judgment on moral qualifications. The most notorious resort in that city, "The Haymarket," for years the target of reformers and police officials, has had a hard won quietus placed upon it through the simple expedient of revoking a dance hall license originally granted in the face of protest and held only long enough to demonstrate that the place could not maintain the moral standard required.

Authority vested in the mayor of a city, with no appeal from his decision, and the three points of structure, liquor, and morality covered, with provision for the non-admission of children under sixteen, meet the general requirements for efficient regulation. Of course these must be accompanied by a proper system of inspection, open records, and in some instances, in small cities, by the additional licensing of individual balls. In Cleveland and Kansas City the plan of licensing each ball is working admirably.

SUBSTITUTES OF GOOD FOR BAD Substitution of good for bad most often takes the easiest forms of utilizing schoolhouses, buildings in parks, special dance platforms, or for summer, park beaches developed as municipal amusement resorts such as Coney Island or Revere Beach.

The program for a community recognizing that action is necessary in relation to its commercial forms of recreation, is first to investigate just what the situation really is in that community. No progress can be made unless the facts are correct and complete. After the facts have been gathered the constructive program can be outlined. There may be regulations already in existence in the form of building or excise ordinances that can be made to apply. If so, the practical course is best to pursue. It is always better to bear the legislation we have and make it operate to the fullest extent, than to fly to new laws that may not work. The question of regulation by statute, and of substitution, can proceed to solution simultaneously, if the facts are in hand.

AVAILABLE PLAYGROUND WORKERS

The following list contains the names of persons who have indicated to the Playground and Recreation Association of America that they desire to engage in playground work. A brief statement is given in each case in regard to training and experience, and the names of people who are acquainted with them and their work.

* Indicates that the applicant desires a position as supervisor.

† Indicates that the applicant desires a position for the entire year.

Achsan, Maurice, 125 Manhattan Ave., Brooklyn, N. Y.

Training: Normal School of Physical Education, one year, including playground and folk dancing course.

Experience: Playground assistant, one year. Recreation center assistant, 1912.

References: Charles Salek, 5 Rutgers Place, New York.
Montague Gammon, Lynbrook, L. I.

† Apple, W. M., Ann Arbor, Michigan.

Training: Graduate high school, Y. M. C. A. Institute and Training School, Purdue University, two years.

Experience: On playground in Chicago. Physical director, Y. M. C. A., three years. Settlement Chicago two years, high school two years.

References: A. W. Smalley, Ann Arbor, Mich.
H. M. Slauson, Ann Arbor, Mich.

Austin, Kate L., 526 W. 122nd St., New York.

Training: Graduate Columbia University.

Experience: Teacher private schools, three years. Playground director, three summers.

Reference: Dr. Thomas Wood, Columbia University, New York.

Barns, Susie R., 407 First Ave., Asbury Park, N. J.

Training: Graduate Teachers College, kindergarten diploma. Folk dancing, private lessons.

Experience: Kindergarten teacher, two years; folk games, half year.

References: Miss Grace Fulmer, Teachers College, New York City.
Dr. F. S. Shepherd, Supt. of Schools, Asbury Park, N. J.

Belscamper, Amine, 5490 Monroe Ave., Chicago, Ill.

Training: Graduate college. Gymnastic training, two and one half years.

Experience: Charity organization and settlement work.

References: Mrs. C. W. Treat, Appleton, Wis.
Dr. C. J. Bushnell, Appleton, Wis.

*** Bleistift, Sadie, 233 East 62nd St., New York.**

Training: Graduate Normal College.

Experience: Teacher grade school seven years, athletics and folk dancing. Playground and recreation center director, two years. Principal physical training and basketball coach.

References: Edward R. Maguire, New York.
Dr. Edward Stitt, New York.

*** Bushnell, Charles J., Ph.D., 572 Oneida St., Appleton, Wis.**

Training: Graduate university.

Experience: Organized charity and settlement work. Professor social science, ten years. Playground supervisor, five years.

References: George A. Bellamy, Hiram House, Cleveland, O.
A. L. Stone, Playground Association, Missoula, Mont.

Childs, Mary Leonard, 41 East 70th St., New York.

Training: Graduate New Haven Normal School of Gymnastics.

Experience: Physical director, four years. Playground and camp work.

References: Dr. Arnold, Director training school, New Haven, Conn.
Herbert E. Parker, Secretary Playground Commission, Plainfield, N. J.

AVAILABLE PLAYGROUND WORKERS

- Coffin, W. Gregory, Y. M. C. A. Training School, Springfield, Mass.**
Training: Graduate high school; Y. M. C. A. Training School, one year, including playground course.
Experience: Assistant football coach high school; gymnasium instructor.
References: Dr. J. H. McCurdy, Springfield, Mass.
Prof. G. B. Affleck, Springfield, Mass.
- Eadie, John G., Training School, Springfield, Mass.**
Training: Training school, two years.
Experience: Playground, one summer.
References: Dr. James H. McCurdy, Springfield, Mass.
Dr. Frank Seerley, Springfield, Mass.
- Erenstone, Lesser, State School for Blind, Batavia, N. Y.**
Training: Graduate grammar and business schools. Physical education courses.
Experience: Physical director public schools, social centers and playgrounds, three years.
References: F. B. Messing, Y. M. C. A., Rochester, N. Y.
Edward J. Ward, University of Wisconsin, Madison, Wis.
- Evans, Estella, 4948 Indiana Ave., Chicago, Ill.**
Training: Graduate normal school. Physical education and playground courses.
Experience: Physical director, three years.
References: Prof. R. F. Seymour, Cedar Falls, Iowa.
Mrs. R. L. Parsons, 430 S. Wabash Ave., Chicago, Ill.
- Evans, Ida M., Illinois Woman's College, Jacksonville, Ill.**
Training: Graduate State Normal School. Physical training course.
Experience: Physical director Y. M. C. A. and college, six years.
References: Dr. J. H. Harker, Jacksonville, Ill.
Mrs. H. M. DuBois, 232 N. Emporia, Wichita, Kansas.
- † **Fisher, Francis J., 541 Tulpehocken St., Reading, Pa.**
Training: Graduate high school and Y. M. C. A. Training School.
Experience: Athletic director boys' clubs, four years. Director Reading playground, three summers; supervisor, one summer.
References: Thomas Chew, Boys' Club, Fall River, Mass.
William McCormick, Editor *The Herald*, Reading, Pa.
- Favor, Paul, Y. M. C. A. Training School, Springfield, Mass.**
Training: High school, two years; Y. M. C. A. Training School, one year.
Experience: Practice work in connection with studies.
References: Dr. James H. McCurdy, Prof. G. B. Affleck, Springfield, Mass.
- * **Foote, Margaret Merrick, Norwich, N. Y.**
Training: Graduate normal school.
Experience: Playground director, four summers.
References: Mrs. Frank Hull, Newburgh, N. Y.
Miss Louise Lyon, Summit, N. J.
- * **Gay, Maude E., 21 Windsor St., Worcester, Mass.**
Training: Graduate of Friends School and state normal school. Courses in games, folk dancing and basketry.
Experience: Teacher in ungraded school, two years; in grade schools, three years. Director of playground, two summers.
References: W. Francis Hyde, Supervisor of Playgrounds, Worcester, Mass.
Howard Lathrop, Superintendent of Parks, Fall River, Mass.
- Hale, Flora M., Lyndon Hall, Poughkeepsie, N. Y.**
Training: Graduate Radcliffe College, Playground course at Boston Normal School, Sargent School of Physical Education, Harvard Summer School of Physical Education.
Experience: Playground director, Winchester, Mass., and Newport, R. I. Teacher of physical training, Poughkeepsie, N. Y.
References: Dr. Dudley A. Sargent, Cambridge, Mass.
Alfred Katzenmeier, Newport, R. I.

AVAILABLE PLAYGROUND WORKERS

Hall, Vesta Mae, Oneonta, N. Y.

Training: Graduate Posse Gymnasium.
Experience: Physical director public schools, five months; of playground, one summer. Boys' club work in settlement.
References: Baroness Rose Posse, 46-54 St. Botolph St., Boston, Mass.
Miss Mary Ronan, Bradstreet Ave. School, Beachmont, Mass.

Hanson, C. A., 609 E. Jefferson St., Ann Arbor, Mich.

Training: Graduate military academy and training school for physical directors. Medicine, three years.
Experience: Physical director Y. M. C. A. and university, five years.
References: Dr. George A. May, University of Michigan, Ann Arbor, Mich.
Prof. E. Colwell, Y. M. C. A., Bay City, Mich.

Harris, Lucie J., Cedar Falls, Iowa.

Training: Graduate high school. Student in normal school. Courses in physical training.
Experience: Student instructor.
References: Prof. R. F. Seymour, Iowa State Teachers' College, Cedar Falls, Iowa.
Prof. H. F. Passini, Iowa State Teachers' College, Cedar Falls, Iowa.

Hawkins, Mary S., 7611 Dix Court N. E., Cleveland, Ohio.

Training: Graduate high school. Musician. Folk dancing.
Experience: Settlement work, one year.
References: Rev. Frank J. Haley, Mayfield Road & East 121st St., Cleveland, Ohio.
Mr. Garvin, Hiram House, Orange Ave., Cleveland, Ohio.

Jenny, Ray F., Training School, Springfield, Mass.

Training: Graduate academy. Training School, one year, including playground course.
Experience: Playground instructor, two summers. Scout master.
References: Dr. J. H. McCurdy, Springfield, Mass.
Dr. F. N. Seerley, Springfield, Mass.

*† Judelsohn, Montefiore, 66 W. 118th St., New York City.

Training: Graduate college—special courses in pedagogy, biology, sociology, and municipal affairs. Playground and folk dancing courses.
Experience: Physical director on playgrounds, three years. Track manager at college two years.
References: Prof. Thomas A. Storey, College of the City of New York.
New York Kindergarten Association, 524 W. 42nd St., New York City.

Knapp, M. C., Training School, Springfield, Mass.

Training: Training School, two years.
Experience: Physical director, two years. Playground director, one summer.
References: F. B. Barnes, 4003 Montgall, Kansas City, Mo.
J. H. McCurdy, Springfield, Mass.

Ludeman, H. G., Cedar Falls, Iowa.

Training: Graduate high school. Student in normal school. Courses in physical training and playground work.
Experience: Baseball coach high school, one season.
References: Prof. H. F. Passini, Iowa State Teachers' College, Cedar Falls, Iowa.
Prof. R. F. Seymour, Iowa State Teachers' College, Cedar Falls, Iowa.

McDill, Allan C., Ellsworth, Wis.

Training: Graduate normal school. Columbia University, one summer.
Experience: Playground assistant one summer. Athletic coach in high school two years.
References: Supt. W. P. Hagman, Mellin, Wis.
Prin. N. A. Anderson, Ellsworth, Wis.

AVAILABLE PLAYGROUND WORKERS

McMahon, Stella, 30 Atwater Ave., Derby, Conn.

Training: Graduate normal kindergarten school.
Experience: Practice work in connection with study.
References: Miss Harvey, Adelphi College, Brooklyn, N. Y.
Miss Francesca di Capdivila, 1106 St. John's Place, Brooklyn,
N. Y.

Mumford, William, Y. M. C. A. College, Springfield, Mass.

Training: Graduate high school. Springfield Training College, two years.
Experience: Boys' club work. Boys' camp, one summer.
References: Dr. J. H. McCurdy, Training College, Springfield, Mass.
Rev. G. A. Reinl, 266 White Street, Springfield, Mass.

*** Myers, Susan B., 186 Chrystie St., New York.**

Training: Graduate Sargent Normal School of Physical Education.
Experience: Supervisor of Physical Training, New York schools. Playground
director, three summers.
References: George E. Johnson, Superintendent of Playgrounds, Pittsburgh,
Pa.
Dr. C. Ward Crampton, Director of Physical Training, 500 Park
Ave., New York.

Nisbet, Margaret A., Cedar Falls, Iowa.

Training: Graduate high school. Student in normal school. Courses in
physical training.
Experience: Student instructor.
References: Prof. R. F. Seymour, Iowa State Teachers' College, Cedar Falls,
Iowa.
Prof. H. F. Passini, Iowa State Teachers' College, Cedar Falls,
Iowa.

***† Nutting, Lois, Hotel Chelsea, New York City.**

Training: Vassar College, two years. Training in kindergarten and play-
ground methods. Courses in folk and aesthetic dancing.
Experience: Settlement, one year. Playground director, one summer.
References: Miss M. L. Stevens, 1123 Broadway, New York City.
Miss Florence Sill, St. Chrysostrum's Church, 7th Ave. & 39th
St., New York City.

*** Parker, Jacob, 941 Simpson St., New York City.**

Training: Graduate Posse Gymnasium.
Experience: Physical director high school, twelve years. Director play-
ground, two years.
References: George E. Johnson, Playground Association, Pittsburgh, Pa.
J. H. Denbigh, Morris High School, New York City.

*** Pasini, H. F., Cedar Falls, Iowa.**

Training: Graduate high school and International Y. M. C. A. College.
Medicine, three years.
Experience: Playground director, Cleveland, Ohio, two summers; supervisor,
Meadville, Pa., two summers. Teacher of playground admin-
istration. Now gymnasium instructor and athletic coach at
Iowa State Teachers' College. Boys' club work, Springfield,
Mass.
References: Prof. G. B. Affleck, Y. M. C. A. College, Springfield, Mass.
Prof. Elliott, Meadville, Pa.

Pew, Schuyler C., Jr., Y. M. C. A. Training School, Springfield, Mass.

Training: Graduate Mt. Hermon and Y. M. C. A. Training Schools. Play-
ground course.
Experience: Playground instructor, one summer.
References: Dr. J. H. McCurdy, Y. M. C. A. Training School, Springfield
Mass.
G. B. Affleck, Y. M. C. A., Training School, Springfield, Mass.

AVAILABLE PLAYGROUND WORKERS

Philo, Frances, Cedar Falls, Iowa.

Training: Graduate high school. Student in normal school. Courses in physical training.

Experience: Student instructor.

References: Prof. R. F. Seymour, Iowa State Teachers' College, Cedar Falls, Iowa.
Prof. H. F. Passini, Iowa State Teachers' College, Cedar Falls, Iowa.

Pilz, Arthur A., 28 Kensington St., New Britain, Conn.

Training: Public school.

Experience: Assistant Playground, one summer; director, one summer.

References: J. Herbert Wilson, Secretary Y. M. C. A., New Britain, Conn.
J. March, Danbury, Gym. Association, Danbury, Conn.

Reed, Carl A., Training School, Springfield, Mass.

Training: Graduate academy. Y. M. C. A. Training School, one year, including playground course.

Experience: Director high school athletics, five years. Playground experience, two summers.

References: Dr. J. H. McCurdy, Springfield, Mass.
Dr. F. N. Seerley, Springfield, Mass.

Reed, Linn, 488 Yale Station, New Haven, Conn.

Training: College, three years.

Experience: Boys' club, one year.

References: Rev. William H. Sallmon, 4 Phelps Hall, New Haven, Conn.
Miss Margaret Byington, 10 Barrow St., New York City.

Richards, Frank, Cedar Falls, Iowa.

Training: Graduate high school. Student in normal school. Course in physical training.

Experience: Student instructor.

References: Prof. H. F. Passini, Iowa State Teachers' College, Cedar Falls, Iowa.
Prof. R. F. Seymour, Iowa State Teachers' College, Cedar Falls, Iowa.

Ruby, Charles A., Y. M. C. A. College, Springfield, Mass.

Training: Graduate University of Louisville. Y. M. C. A. College, two years, including playground course.

Experience: Director playground one summer. Superintendent boys' clubs, two years.

References: F. N. Seerley, Dean Y. M. C. A. College, Springfield, Mass.
George B. Affleck, Y. M. C. A. College, Springfield, Mass.

Sherwood, Jeannette O., 407 First Ave., Asbury Park, N. J.

Training: Graduate Teachers' College, kindergarten diploma. Courses in folk dancing and games.

Experience: Teacher kindergarten one year; folk dancing twenty weeks.

References: Miss Julia Wade Abbott, Teachers' College, New York City.
Dr. Fred S. Shepherd, Asbury Park, N. J.

Shoemaker, Dorothy R., 2504 College St., Cedar Falls, Iowa.

Training: Graduate State Teachers' College, including playground and physical education courses.

Experience: Student instructor.

References: H. F. Pasini, Cedar Falls, Iowa.
Mr. Seymour, Cedar Falls, Iowa.

***Skeele, Otis C., 1400 Clinton Ave., New York City.**

Training: Graduate high school and Normal School of Gymnastics.

Experience: Director of Playground, Hastings, N. Y., one summer; Bennington, Vt., one summer.

References: G. E. Handy, Hastings, N. Y.
Miss Hilda Pratt, Bennington, Vt.

Smith, Anna C., 215 W. Walnut St., Kalamazoo, Mich.

Training: Graduate university. Normal course in physical training.

Experience: Physical director public schools and Y. W. C. A. one year.

References: Dr. R. G. Clapp, University of Nebraska, Lincoln, Neb.
Supt. S. O. Hartwell, Kalamazoo, Mich.

AVAILABLE PLAYGROUND WORKERS

Smith, Louise, Cedar Falls, Iowa.

Training: Graduate high school. Student in normal school. Courses in physical training and playground work.

Experience: Student instructor.

References: Prof. R. F. Seymour, Iowa State Teachers' College, Cedar Falls, Iowa.
Prof. H. F. Passini, Iowa State Teachers' College, Cedar Falls, Iowa.

Solis, Caroline, 188 N. Columbus Ave., Mt. Vernon, N. Y.

Training: Graduate Radcliffe College.

Experience: Settlement boys' club. Game leader and coach for amateur theatricals.

References: Mrs. Charles Henry Israels, 119 East 19th St., New York City.
Miss Mary Coes, Dean of Radcliffe College, Cambridge, Mass.

Staff, William E., 20 E. Wood St., Norristown, Pa.

Training: Graduate Public High School, New York City. Graduate American College of Mechano-Therapy, Chautauqua Institute.

Experience: Physical director Y. M. C. A. ten years. Supervisor Paterson, N. J. playgrounds.

References: Dr. Tuers, Church St., Paterson, N. J.
Fred. A. Smith, Asbury Park, N. J.

Surbeck, C. J., Y. M. C. A. Training School, Springfield, Mass.

Training: Springfield Y. M. C. A. Training School, three years, including playground course.

Experience: Life-guard and swimming instructor, one summer. Playground instructor, one summer.

References: A. E. Metzdorf, Physical Director, Springfield High School, Springfield, Mass.
Dr. J. H. McCurdy, Springfield, Mass.

Titus, Pauline E., 24 Grover St., Auburn, N. Y.

Training: Public and private schools. Dancing in this country and abroad.

Experience: Private teacher of dancing. Volunteer George Junior Republic, ten years.

References: Mrs. J. J. Storrow, 417 Beacon St., Boston, Mass.
Miss Alice Clark, 11 East 33d St., New York City.

† VanMeter, Margaret L., 161 Kentucky Ave., Lexington, Ky.

Training: Graduate normal school. Manual training and physical training courses.

Experience: Playground director, four summers. Mission work among negroes, two years.

References: Mrs. Desha Breckinridge, Linden Walk, Lexington, Ky.
Thomas Johnson, Y. M. C. A., Lexington, Ky.

*† Waters, John W., 254 Main St., Fitchburg, Mass.

Training: Public school. Harvard Summer School, one year.

Experience: Physical Director Y. M. C. A. seventeen years.

References: C. T. Woodbury, Principal High School, Fitchburg, Mass.
E. N. Huntress, Y. M. C. A., Pittsfield, Mass.

Wyman, Alfred H., Y. M. C. A. Training School, Springfield, Mass.

Training: Graduate high school. Y. M. C. A. Training School, two years.

Experience: Playground director, one summer.

References: Edward M. Woodward, high school, Worcester, Mass.
Dr. J. H. McCurdy, Springfield, Mass.

Yule, Charles I., Oshkosh, Wisconsin.

Training: Graduate Normal School and University. Course in Physical Education.

Experience: Principal Grade Schools, also charge of School Playgrounds, twelve years. Manager School Athletic League, two years.

References: M. N. McIver, Superintendent of Schools, Oshkosh, Wis.
George W. Ehler, Director Physical Education, University Wisconsin, Madison, Wis.

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May, 1912

The Playground

To Promote Normal Wholesome Play and Public Recreation



L. W. Hine

THE CHILDREN'S GARDEN, DE WITT CLINTON PARK

Twenty-five Cents a Copy

Two Dollars a Year

The Playground

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St. Louis Recreation Commission

THE JOY OF A CONTEST



L. W. Hine

THE THIRD STRIKE

RECREATION SURVEY, MILWAUKEE, WISCONSIN*

MADE FOR THE BOARD OF SCHOOL DIRECTORS
AND THE CHILD WELFARE COMMISSION
OCTOBER AND NOVEMBER, 1911

BY ROWLAND HAYNES

Field Secretary of the Playground and Recreation Association of America

SCOPE OF THIS REPORT

The task assigned in the invitation given by the Child Welfare Commission covered two main topics: first, the gathering of a certain amount of information relative to recreation conditions in Milwaukee; second, the formation of some comprehensive plan whereby the various city departments whose work touches the recreational life of the community might together secure the most efficient results. The commission for this survey made by the representatives of the Board of School Directors called for information on two main topics; first, on what the children and young people of Milwaukee were actually doing for recreation, with an account of the facilities furnished in the way of out-of-door space for play, and of commercial and other amusements; second, on the facilities under the control of the Board of School Directors and their adaptability for wider use for recreation purposes outside of school hours. For brevity this report combines the reports submitted to these two boards and omits certain details in the discussion of the use of certain parts of the school plant for recreation purposes contained in the manuscript report to the Board of School Directors.

PART I—FINDINGS

DENSITY OF POPULATION AND DISTRIBUTION OF YOUNGER ELEMENT IN DIFFERENT WARDS

DENSITY OF POPULATION Preparatory to the survey of the outdoor play space in different parts of the city, a study was made of the density of population and of the proportion of children and young people to the total population in the different

* Shortened form of the report prepared at request of Milwaukee Bureau of Economy and Efficiency printed as one of their bulletins. Combines and condenses two original reports

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RECREATION SURVEY, MILWAUKEE, WISCONSIN

wards. Table I shows the density for each ward based on the population as given by the 1910 census and on ward areas given by the City Engineer's office. From this table we see that the average number of people per acre for the entire city is 23.9 and that wards 1, 2, 3, 4, 6, 7, 9, 10, 11, 13, 14, 15 were from 2 to 35 persons per acre above the city average.

TABLE I

DENSITY OF POPULATION PER ACRE—MILWAUKEE, 1910

Ward	Area Acres	Population 1910	Population Per Acre	Amount Per Acre Above or below City Average of 23.9 Per Acre
1	290.26	9,709	33.4	9.5 +
2	239.73	10,023	41.8	17.9 +
3	236.11	6,252	26.4	2.5 +
4	354.21	10,502	29.6	5.7 +
5	532.34	10,163	19.0	4.9 —
6	498.51	14,002	28.0	4.1 +
7	261.02	7,566	29.0	5.1 +
8	552.24	11,251	20.3	3.6 —
9	313.39	18,472	58.9	35.0 +
10	396.56	19,033	48.0	24.1 +
11	1,038.38	30,163	29.0	5.1 +
12	723.03	13,528	18.7	5.2 +
13	528.63	20,318	38.4	14.5 +
14	867.54	32,542	37.5	13.6 +
15	574.79	17,233	29.9	6.0 +
16	682.92	14,507	21.2	2.7 —
17	1,076.89	15,523	14.4	9.5 —
18	1,512.90	19,602	12.9	11.0 —
19	651.13	14,220	21.8	2.1 —
20	1,360.60	26,885	19.7	4.2 —
21	929.85	21,074	22.6	1.3 —
22	1,099.83	19,078	17.3	6.6 —
23	712.00	12,211	17.1	6.8 —
Total	15,222.86	373,857		

NOTE: Ward lines are those in force in 1910

The table is deceptive in regard to ward 3. The density appears only slightly above the city average, but when we remember that this ward is taken up largely with non-residence buildings and that a large proportion of the population, probably at least two-thirds, is crowded into the 16 blocks bounded by

RECREATION SURVEY, MILWAUKEE, WISCONSIN

Michigan, Milwaukee and Erie Streets, and the railroad tracks, we find the density in that section which is used for residence purposes to be 59.1 per acre, or 35.2 above the average for the city.

DISTRIBUTION OF YOUTHFUL POPULATION

The density gives a hint of where there is the least space for outdoor recreation; but the kind of recreation which will appeal depends largely on the ages of the people. Thus we find certain wards where the density is high but the percentage of children and young people is low, and the immediate demand for outdoor recreation is less than that for other forms. Table II based on the school census of 1911 shows what percentage of the population of each ward is between 4 and 19 years. From this Table it is apparent that the wards where the largest percentage of children and young people live are wards 6, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, ward 3 appearing on account of special conditions already noted. These wards are those near or much above the city average of 31 per cent. of the population between 4 and 19 years of age.

Comparing these two tables we find wards 10, 11, 13 and 14 above the average of the city, both in density of population and in the percentage of young people to the population of those wards. Ward 9 has a very high density, the highest of any in the city, and also a percentage of children and young people within one point of the average for the city. Ward 3 is high in density when the amount of space devoted to homes or free from non-commercial uses is considered.

RECREATION SURVEY, MILWAUKEE, WISCONSIN

TABLE II

PERCENTAGE OF CHILDREN AND YOUNG PEOPLE BETWEEN 4 AND 19 YEARS OF AGE IN THE TOTAL POPULATION OF MILWAUKEE BY WARDS, 1910 AND 1911

Ward	Number between 4-19 years June, 1911	Number between 4-19 years are what percentage of total population of ward	Percentage above or below average for whole city (i. e., 31 per cent.)
1	1,836	19	12—
2	1,702	17	14—
3	1,110	15	16—
4	1,336	12	19—
5	2,247	22	9—
6	4,087	28	3—
7	752	10	21—
8	2,744	25	6—
9	5,616	30	1—
10	6,131	32	1+
11	11,259	37	6+
12	4,017	29	2—
13	6,657	32	1+
14	16,105	49	18+
15	4,271	24	7—
16	3,441	23	8—
17	5,465	34	3+
18	5,946	30	1—
19	4,648	32	1+
20	9,825	36	5+
21	8,255	39	8+
22	6,133	32	1+
23	3,150	25	6—

116,733

NOTE: Ward lines are those in force in 1910

OUTDOOR PLAY SPACES

Since time and facilities were lacking for covering the entire city certain neighborhoods were selected for intense study. These districts, called "soundings," were chosen from three of the wards where density and percentage of children were both high. Each "sounding" corresponded to a district of the school census of June, 1911, from which was learned the number of children and young people of different ages in the selected districts. Each district was carefully surveyed to learn the amount

RECREATION SURVEY, MILWAUKEE, WISCONSIN

of available public and private play space; to learn how much private space was occupied by gardens, lawns, storage yards, and the like, and thus not available for play; to learn how much private space was cut up into too small lots for play use; to learn the amount and condition of the streets and alleys and their safety or danger on account of traffic use. Table III gives the result of these studies.

NUMBER OF PLAYING CHILDREN PER ACRE In explanation of the table a word should be said as to how the figure 300 is arrived at as the number of children who can play on an acre. Thirty square feet per child, which was the minimum set down by the London School Board, allows only about room enough for a child to stand and swing his arms about. For active games and genuine play much more space is needed. 120 children per acre can play basketball, and 200 children per acre can play indoor baseball. Averaging these as typically active games requiring a small amount of space, and filling in the chinks with ring games, which occupy less space, we arrive at the above figure. Experience has shown that 300 per acre is a high saturation point for play space. With more than that some of the children must stand around, crowded out of a chance to join in the fun. On the same basis, in the table, 25 by 25 feet is taken as the smallest interspace usable for play, since this is the smallest space four or five children can play upon together for any considerable time.

TABLE III
OUTDOOR PLAY SPACE

Sounding I bounded by Vliet, 12th, Walnut and 17th Streets, in Ward 9

Sounding II bounded by Maple Street, First, Greenfield and 6th Avenues, Ward 11

Sounding III bounded by Lincoln and 8th Avenues, Midland and Cleveland Streets, Ward 14

GENERAL DISTRIBUTION OF LAND

	Sounding I		Sounding II		Sounding III	
	Acres	Per cent.	Acres	Per cent.	Acres	Per cent.
Streets and alleys	25.34	37	35.5	35	30.3	34
Other land	41.49	63	65	65	57.2	66
Total	66.83	100	100.5	100	87.5	100

RECREATION SURVEY, MILWAUKEE, WISCONSIN

DISTRIBUTION LAND NOT STREETS OR ALLEYS

Public play space .....	.73	1.8	0.	0.	.9	1.6
Privately owned, usable for play	.41	1.	.58	.9	1.77	3.1
Privately owned, but needing grading to be usable for play..	0.	0.	.14	.2	7.34	12.8
Lawn; play not allowed.....			2.01	3.1	.52	.9
Occupied by gardens, storage yards, and the like	40.35	97.2	3.95	6.1	7.88	13.8
Occupied by houses and inter- spaces less than 25x25 ft....			58.32	89.7	38.79	67.8
Total	41.49	100	65	100	57.20	100

TRAFFIC USE OF STREETS AND ALLEYS

Heavy traffic dangerous for play	7.98	31	8.6	24	3.4	11
Delivery traffic, intermittent play possible	17.36	69	26.9	76	26.9	89
Total	25.34	100	35.5	100	30.3	100

NUMBER CHILDREN AND YOUNG PEOPLE

	No.	Per cent.	No.	Per cent.	No.	Per cent.
4 to 10 years	646	47.5	655	46	1,021	52
11 to 15 years	375	27.5	403	28	549	28
16 to 19 years	338	25	377	26	387	20
Total, 4 to 19 years.....	1,359	100	1,435	100	1,957	100

ADEQUACY OF OUTDOOR PLAY SPACE

Number who can play on usable public and private play space (reckoning 300 playing per acre)	342	34	174	16	801	51
Number who must play in streets, alleys, out of district, or not play	679	66	884	84	769	49
Total children, 4 to 15 years	1,021	100	1,058	100	1,570	100

NUMBER OF CHILDREN WHO MUST PLAY IN STREETS

From this table the most noticeable facts are: first, the small amount of public and private play space aside from streets and alleys, this play space varying from less than one per cent. to 4.7 per cent. of the total area of the districts;

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second, the large number of the children from 4 to 15 years of age who must play in the streets and alleys, or go out of their home neighborhood for play, or not play at all, this number varying from 49 to 84 per cent. of the total number of children in the given districts; third, the large amount of space taken up by streets and alleys, a little over one-third of the total area of each district; and fourth, the large amount of this street and alley space not used by heavy and fairly continuous traffic but only by delivery traffic, such intermittently used street and alley space varying from 69 to 89 per cent. of the total street and alley space. I was not greatly surprised when, as I was taking the survey, I asked some little children where they played, to have them reply: "We play in the alley, that's our yard."

LEADERSHIP NEEDED TO USE SPACE AVAILABLE Sounding III in Ward 14 contains a good schoolyard and several vacant lots, while directly across its northern boundary is the playground in Kosciusko Park. One Saturday morning this district was gone over to learn where the children were playing. 459 children were seen who were not working, but none of these were in the schoolyard, none of them were in the Park playground, 38 were in vacant lots, 55 were in private yards; the remainder seen, or 366, were in the street, some playing, but most of them doing nothing. With proper play leadership the schoolyard, which offers a good space, and the Park playground, which is fitted up for smaller children, and certain parts of the vacant lots, could be used up to the limit of their capacity.

THEATERS AND MOVING PICTURE SHOWS

Since out-of-door play occupies the time of only a part of the young people, chiefly those under 15 years of age, and since it occupies the chief time of that part for only certain of the more open weather months of the year, it is necessary to look into certain much patronized indoor amusements, chief among which are the theaters and moving picture shows. These places of amusement are of two main classes, neighborhood houses which draw chiefly from districts nearby, and down town houses which draw from all over the city. Table IV shows geographical distribution of the neighborhood theaters, and classifies all the theaters according to the type of performance usually presented.

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TABLE IV

GEOGRAPHICAL DISTRIBUTION OF THEATERS AND MOVING PICTURE SHOWS

	Neighborhood Theaters				Total
	South Side	West and North Sides	East Side	Down Town	
Moving picture houses	11	31	1	7	50
Vaudeville theaters	1	1	0	3	5
Melodrama theaters	1	0	0	1	2
Burlesque theaters	0	0	0	2	2
Drama ("legitimate") theaters.....	0	0	0	3	3
Total					62

METHOD OF ESTIMATING ATTENDANCE Table V shows the estimated weekly attendance at different kinds of theaters. These figures are estimates and not

guesses. In the case of houses other than moving picture shows the capacity was learned from the Building Inspector. The theaters were visited at different hours during the week and the per cent. of capacity in attendance noted. From the capacity and from the number of times per week capacity was filled, the average weekly attendance was computed.

The capacity of the moving picture houses was found as follows:

Known capacity of the 7 down town moving picture houses (from Building Inspector)	5,930
Known capacity of 25 "neighborhood" moving picture houses (from Building Inspector)	11,135
Estimated capacity of the remaining 18 of the 43 "neighborhood" moving picture houses computed on the basis of the average capacity of the 25 given above	8,010

Total capacity of moving picture houses in the city..... 25,075

In order to learn the weekly attendance at moving picture shows, the average weekly attendance as given by the managers of 14 of the 43 neighborhood houses of this class was taken. In each case this average weekly attendance was compared with the capacity of that given house, and was found to vary from 4.3 times the capacity up to 14 times the capacity, averaging 8.4 times the capacity each week. Anyone who has visited this class of performance in various parts of the city and at various

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hours will be convinced that this is a conservative figure. A continuous performance is given and the audience shifts wholly or in part several times each evening, with extra large numbers on Saturday and Sunday afternoons and evenings. One careful computation reaches the figure of 11 times the capacity per week as an average. Since it is the purpose of this report to err, if at all, on the side of under statement rather than on the side of exaggeration, we shall take the smaller figure of 8.4. Multiplying the total capacity of moving picture houses in the city by this figure we get a total average attendance per week at this class of houses of 210,630. When we come to the reports of several hundred school children as to what they do in their spare time, which are to be summarized in later paragraphs of this report, we shall find that many of them attend from 1 to 5 shows of this kind per week, and the figure of 210,630 does not seem at all exaggerated for the city.

TABLE V

AVERAGE WEEKLY ATTENDANCE AT MILWAUKEE SHOW HOUSES

Kind of Theater	Total capacity	Performances per week	Average weekly attendance	Percentage of show going public reached
Moving picture houses	25,075	Continuous	210,630	60.2
Vaudeville theaters	6,523	14 to 22	75,432	21.6
Melodrama theaters	3,029	9	17,565	5.0
Burlesque theaters	2,682	14	24,138	6.9
Drama ("legitimate") theaters	4,923	4 to 9	21,908	6.3
Total	42,232		349,673	100

MOST POPULAR TYPE OF PERFORMANCE It is important to note the distribution of attendance on different types of performance. Of the 349,673 people who attend each week in Milwaukee 60% are going to moving picture shows and 21% to the vaudeville performances. In other words, four-fifths of the show going public patronize these forms of entertainment.

SATURDAY AND SUNDAY EVENING CROWDS It is particularly suggestive to visit these places of amusement on Saturday or Sunday evening, when after the week's work is over, large numbers are getting their recreation in this way. Between 8 and 9 o'clock on either Saturday or Sunday

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evening all the theatres are open, vaudeville houses are in the middle of their first evening performance, and the moving picture shows are getting the largest percentage of their attendance. At this hour it is safe to say that at least 37,875 are in attendance on some performance of this kind at one time. This emphasizes two things: first, the popular hour for social entertainment; and second, the very considerable part played in the recreation life of the city by this type of amusement.

AGES OF AUDIENCES Observations were taken of the proportion of people of different ages at the different kinds of performances, and are summarized in Table VI. It will be observed that in all forms of entertainment specially studied, with the exception of the burlesque performance in the evening, by far the largest percentage of attendants is between the ages of 15 and 25 years, varying from half the audience in some cases up to more than three-quarters of the audience in others. There are in Milwaukee about 80,000 young people between the ages of 15 and 25 years, or a little over 21% of the population. This 21% of the population evidently furnishes, therefore, over 50% of the attendance at various forms of theatrical entertainment.

TABLE VI
AGE OF AUDIENCES AT DIFFERENT KINDS OF THEATERS

	Under 15 years	15 to 25 years	Over 25 years
Moving picture houses, Sunday afternoon and evening audiences	40%	48%	12%
Moving picture houses, other evenings....	14%	52%	34%
Vaudeville evening performances	5%	63%	32%
Burlesque evening performances	0	40%	60%
Burlesque afternoon performances	0	95%	5%
Neighborhood melodrama, Sunday evenings	8%	76%	16%

With regard to the moving picture houses one is impressed with the strong advantage possessed by this kind of performance, in that it is bringing back to the people a form of family amusement. On account of the cheapness of admission the whole family can go together, and whole families are frequently seen at these places, especially at Sunday afternoon and evening performances. From 1 to 5 per cent. of the attendance is frequently children under 5 years of age, who have been brought by their parents or older

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brothers and sisters. Milwaukee moving picture houses are superior to those of most cities at present in the lighting of the audience halls, an important safeguard to the morals of those who attend.

DANCING ACADEMIES AND DANCE HALLS

Dancing places of Milwaukee may be divided into two main classes, dancing academies and dance halls. The dancing academies conduct what they call "socials" in addition to their regular classes and have dancing from 1 to 7 evenings per week. No liquor is sold and the dancing occupies the chief part of the program. Dance halls in turn may be divided into two classes: first, halls rented by some club; second, halls or rooms connected with saloons, where the dance is directly or indirectly in charge of the proprietor of the saloon.

DANCING ACADEMIES The attendance on the dancing academies on a typical evening in the month of November, 1911, was about 3,250, running over rather than under that figure. Their hour of closing is about midnight, not running over that hour very much. The ages of those attending dancing academies vary chiefly between the years of 16 and 25. It is not supposed that any girl under 16 shall be present, and from my observation I believe that the police are genuinely trying to enforce this regulation. It is hard, however, when some of the young people falsify their ages, for a police officer who is a stranger to them to prove that they are not giving the correct age.

DANCE HALLS Through the assistance of the Police Department a census of the attendance at dance halls was taken on Saturday and Sunday evenings, November 11 and 12, 1911. 4,676 were listed as dancing in these halls on Saturday evening, November 11. As many more were watching the dancing or joining in the social life in the buffets between dancing, making a total attendance of somewhat over 9,300. The hours varied from 8 P. M. to 1 A. M., in certain cases, and from 8 P. M. to 4 or 5 A. M. in others. Sunday evening, November 12, 1911, 1,905 people were listed as dancing in such dance halls, with from 1,700 to 2,000 more in attendance. The hours were shorter than on Saturday evenings, most of the dances closing by 12 o'clock Sunday night. The ages in attendance varied from 18 years up to 60. These older persons were in attendance chiefly on certain dances which were really family

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or neighborhood gatherings, rather than typical dance hall crowds. Two-thirds of the attendants were between 18 and 25 years.

**QUALITY OF RECREATION
FURNISHED** The quality of amusement furnished varies greatly. Some of the smaller dancing academies furnish a very high order of entertainment, give their patrons real social training, insist on propriety on the part of all who attend, and through having the same patrons over and over again, come to furnish a real supervision. As much cannot be said of one or two of the large academies where, whatever may be the intentions of the management, the number and floating character of the patrons makes very little supervision possible.

As a class the dancing academies furnish a much higher form of recreation than that given at any of the dance halls, where there is less time for dancing, each dance occupying about five minutes, and the intermissions for refreshments occupying from ten to twenty minutes, and where the hours are also later. A careful distinction should be made between different types of dances in dance halls. A majority of them appeal chiefly to the younger people, are conducted by the young people themselves and have practically no supervision or chaperonage by older persons. These should be carefully marked from certain family gatherings where children of 5 go with their parents and many married couples are present with the younger people. These neighborhood social gatherings are of high order in furnishing fun and in the developing of a wholesome neighborhood feeling. The fact that they are held in a hall or room where liquor is sold is simply an incident.

SUMMARY In November, 1911, 12,000 or 13,000 was the average number of people in attendance on dancing places, both academies and dance halls, on each Saturday evening. This was before the height of the season, when there is a larger attendance. Of each Saturday night crowd in November, 1911, 8,000 or 9,000 were between 18 and 25 years of age, or about 14% of the entire number of young people in Milwaukee between those ages. Of this 8,000 or 9,000 about 1,000 were in good surroundings in carefully supervised dancing academies and in family gatherings in halls where older people of the neighborhood are in attendance, and about 2,500 in surroundings where there is little oversight. The remaining 4,000 to 5,000 were in surroundings which make for

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coarseness, if nothing worse is said of them. Some of these latter named places are distinctly vicious.

It should also be remembered that all these dancing places, even the worst of them, are better than dances at road-houses in the outskirts of the city where many would go if these halls in the city were closed and nothing better substituted. At these road-houses the young women who attend are in the power of those with whom they go, while even in the worst dance halls in the city it is possible, in spite of many temptations to the contrary, for such young people to keep straight and get home at a reasonable hour.

POOL, BILLIARDS, AND BOWLING

No careful study was made of these forms of amusement, but Table VII was compiled from the City Clerk's record of licenses issued. Only a small fraction of the pool tables are in regular pool and billiard parlors devoted chiefly to those games. The majority are single tables scattered in a little over 800 saloons, and furnish an adjunct to that neighborhood place of amusement.

TABLE VII

POOL, BILLIARDS AND BOWLING

Pool places	842
Pool tables	1,100
Billiard places	24
Billiard tables	61
Bowling places	91
Bowling alleys	271

ACTIVITIES OF MILWAUKEE CHILDREN

OBSERVATION While surveying the amount of outdoor play space described in an earlier section of this report, observations were made of what the children out-of-doors were doing. Table VIII shows results for the "soundings," boundaries of which are given in Table III. Observations were made outside of school hours. Those who were listed as working were chiefly going on errands, sawing wood, sweeping the sidewalk, and doing similar tasks. Playing was interpreted liberally and taken to include not only games but such activities as climbing over wagons or running about the streets.

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TABLE VIII

WHAT CHILDREN WERE DOING OUTSIDE OF SCHOOL

	Sounding I		Sounding II		Sounding III		Average per cent. for total of 1,419 children and young people seen
	Number	%	Number	%	Number	%	
Working	76	19	106	23	82	15	19%
Playing	149	36	131	28	163	30	31%
Doing nothing	190	45	226	49	296	55	50%
	415	100%	463	100%	541	100%	

DANGER OF DOING NOTHING

The most striking thing with regard to these 1,419 children was the large percentage who were doing nothing; in fact one out of every two, or more than one and one-half times as many as were playing. In view of the educational value of active games, and the dulling effect of listlessly doing nothing, there is evidently here an enormous educational waste. Mischief, which is technically called in the courts "juvenile delinquency," and lack of initiative, which is called in the schools "dull stupidity," are the sure results of doing nothing. It would appear that a large percentage of Milwaukee children are not only losing important educational possibilities, but are also developing many traits which must be educated out of them if they are to become useful citizens.

REPORTS OF SCHOOL CHILDREN

The pupils of one of the high schools and of the 7th and 8th grades throughout the district schools of the city were asked to write for 15 or 20 minutes on what they did with their spare time. The following instructions were given:

"The chief object in these brief papers by the pupils is not to display literary form, grammar, or penmanship, but to learn the truth about what the pupils do outside of school. The essays need not be signed if this will make the pupils write more freely. It should be explained to the pupils that papers will not be read by their own teachers but will be used in planning for better chances for boys and girls of the city to play and have a good time. Kindly ask them to be definite. If they say "I went to a show," tell what show. If they say "I played," tell what they played and where.

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Each paper should be marked with School —, Grade —, Age of pupil, and whether pupil is boy or girl.

What did you do last Saturday and Sunday, day time and evening?

What did you do for fun outside of school hours?

How did you spend your spare time last week?"

An average of a little over 25 papers was selected from each district keeping the number of papers from boys and girls approximately the same. The papers from each district were selected at random from the total number of papers handed in by that district, the purpose being to avoid in this way the selection of any special papers, owing to the arrangement of the children in their seats or to the arrangement of papers as to grammar or penmanship. Careful study was then made of 777 papers so selected from the South High School and from 27 district schools. From each paper was recorded the activities spoken of both as recreation and work. Table IX summarizes the total number of papers mentioning each form of amusement and also the percentage of the total number of children mentioning each form of amusement.

TABLE IX
ACTIVITIES REPORTED BY SCHOOL CHILDREN

	Number of Children Mentioning	Percentage of Total Number of Children, <i>i. e.</i> , 777.
1 Outdoor games and sports	491	63.2
2 Walking on street, shopping, watching games	332	42.7
3 Reading	458	58.9
4 Home games	290	37.3
5 Fancy work, music, etc.....	284	36.5
6 Calling on friends, talking	385	49.4
7 Shows and indoor roller skating	513	66.2
8 Indoor sports, gymnastics, swimming.....	68	8.7
9 Home work, chores, errands, etc.....	533	68.8
10 Outside work, office, store, carrying papers, street lamp lighting	133	17.1

From the study of these papers the following facts appear with regard to a typical group of Milwaukee children so selected as to avoid distortion by any unusual conditions. So-called "shows" are mentioned most frequently as a form of amusement. These are

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mostly moving picture shows. Outdoor games, mostly on streets and vacant lots, occupy the boys more than the girls, who rely more on walking on the streets and visiting their friends. Home recreation takes chiefly the form of reading, home games occupying a comparatively small place. Indoor gymnasias did not reach a large number at the time the papers were written (November, 1911). Girls seem to have less variety of wholesome recreation than boys.

AVOIDING THE POLICEMAN

Many pages of this report could be occupied with significant quotations from these papers, but only a few which show facts which should be remembered will be given. One of the first things which impresses any one who reads a typical group of these papers is the fact that the children in Milwaukee as in other cities cannot get the play which is perfectly wholesome and normal for them to have without being guilty of a misdemeanor. The policeman as the one who stops play and who has to be looked out for is frequently mentioned in these papers. It is, of course, not the fault of the policeman that he has to enforce the ordinances made necessary by the crowded conditions of our city life. One boy wrote: "We have one drawback; whenever we want to have a game of baseball or football, there is always the cop." Another boy wrote: "Then (7.30 P. M.), I go out on the street and meet some more boys and stay there till the police comes along and tells us to move. Then we go to the nickle show and spend the evening there." Another wrote: "The only places we have to play on is the road and the church yard and there we get chased." Another boy wrote: "I do not spend much of my time in playing because if we play football or shinney on the road the police officer gets after us and no different place to play. And to walk to it is of no use going for it is quite far and when we go there we get our things stolen from the big boys." Another boy who had the beginnings of the gang instinct wrote: "We stand on the corner and play puzze-puzze corner and then when the nipper comes he chases us. And if a fella gets fresh to us the whole bunch lands on him." Another group of boys who had the advantage of the use of part of one of the smaller parks of the city was represented by one of their number who wrote: "The Park Commissioner said we could play football on a part of the park, but the grounds are too small. There are a large number of boys who would like to play along but there is not enough room

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and we do not like to go on another part of the park because the Park Commissioner will chase us away."

GIRLS HAVE LESS VARIED
RECREATION THAN BOYS

The next most notable thing from a study of these papers is the fact that the girls, at least those who wrote these papers, seem to have less to do for recreation than the boys. Most of them speak of helping with the housework at home but after that is done their chief form of amusement seems to be reading or walking with their friends: as one girl put it, "To go down town and rubber at the styles." It will be noticed in going over the dozen or more quotations here given that a majority of them are from boys. This was not due to the fact that more papers by boys were read than papers by girls, but is due to the fact that the boys' papers are usually more striking and interesting. This does not, however, show that the boys need to have more provision made for their play than do the girls. The very fact that the girls' papers are less interesting because they have less to write about and the very humdrum nature of the life indicated by many of the girls' papers would rather emphasize the fact of their need of supervised recreation.

NICKEL SHOWS

The place of the nickel show brought out by the summary is emphasized by many of the papers. Thus one girl who goes much of the time with her parents wrote: "I spend most of my evenings at the nickel shows." Another, who gave a not unusual program for Saturday afternoon and evening, wrote: "In the afternoon I went to the theatre and it was about 5 o'clock as I came home. I ate supper and went to the theatre." One youngster expressed his idea of a good show, saying: "They had a very fine performance of a cowboy and an Indian maid." These quotations are not unusual but typical.

USE OF SURROUNDING
COUNTRY

The desire to get back to the old primitive activities of the race appear in many of the boys' papers. They speak of making out-of-doors ovens when they can get away into the outskirts of the city; of cooking out-of-doors, or strolling into the country and killing rabbits with sharp sticks; of plastering a side hill cave with clay. These papers would suggest that the organization of activities like this could turn them from haphazard delights of a few children into the regular educative pleasures of many.

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GANGS Mention has already been made in connection with one of the above quotations of the gang instinct. It was gratifying to find that in the case of some boys this was being organized and used in the form of clubs, either by churches or other private organizations. In many cases, however, it was not so organized, and the club was merely a gang of the boys' own making. As one of them wrote: "Then I went over in the coal yard and carved my initials in the Club house." While the Board of School Directors could hardly encourage young people of the city carving their initials in school buildings, school recreation centers could use the club instinct and furnish some other place of meeting than a shanty in the coal yard. Another boy puts his hint with delightful naiveté, "but I like to play basket ball in the evening if we had a hall."

REPORTS OF SCHOOL PRINCIPALS An inquiry was addressed to the principals of the various district schools with regard to the principal's own knowledge and belief as to the opportunities for home recreation of the majority of their pupils. Of the 51 principals who answered this question, 22 said that the majority of their pupils had poor opportunities for home recreation; 12 said that these home opportunities were fair; 17 that these opportunities were good. Further consultation with the principals is necessary to learn whether they applied the terms "fair" and "good" to the homes or to the recreational facilities therein. Many children living in flats or small houses, with little or no yard space, have poor opportunities for home recreation, despite the fact that their homes are good homes.

QUALITY OF RECREATION

No description of the forms of recreation is successful unless it makes possible a judgment upon the quality of recreation. Recreation is not mere busy work. Busy work may be valuable as a preventive of worse uses of spare time but in organizing recreation a prime consideration is its constructive value.

STANDARDS OF JUDGING QUALITY OF RECREATION There are three standards for judging the quality of recreation. First is the purely recreative standard. Does the given form of recreation make the persons using it more or less fit for their regular life work? A second standard is the educational standard,

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for both physical and mental education. Does the given form of recreation, while perhaps not sought directly for physical development, bring that development along with the pleasure obtained? On the side of mental development, does the given form of recreation build up habits of quick thinking, of initiative in dealing with new situations, of self control, of ability to work with others in the give and take of group activities. Third and most important is the moral standard. Does the given form of recreation make it easier or harder for those who engage in it to live a clean, courageous and generous life?

APPLICATION OF THESE STANDARDS

Judgment of each of the forms of recreation already described is here omitted, but two or three essential facts must be noted. Judged by the moral standard, much of the outdoor play of Milwaukee children is harmful because the children have constantly to avoid the police. Many of the school children wrote of the necessity of avoiding the police while trying to play football, baseball, shinney and other games. This was no fault of the police who had to enforce regulations for the proper use of the streets. But this fear,—probably vigilance would be the better term,—on the part of the children toward the officers of the law has a genuinely harmful effect on the children in breaking down in their minds the distinction between that which is forbidden because it is really wrong and that which is forbidden because it is inconvenient under the peculiar conditions of city life.

On applying the educational standards to the moving picture shows one is impressed with the educational opportunity which is going to waste. History, geography, literature and many forms of natural science can be illustrated by well selected films. The ideals of life shown by the heroes of moving picture dramas are quickly caught and imitated by the young patrons. Most of these educational possibilities are at present either misused or unused.

In regard to all forms of theatrical amusement, one virtue and one defect should be noted. Their recreative value for a person tired out is high, chiefly because they make no demand on the spectator. It is a passive form of amusement. This very virtue contains the chief defect. The best elements in character are not developed passively, but through self-activity, no opportunity for which is furnished by a theatrical form of amusement.

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Judgments upon the quality of recreation furnished by the dancing, pool, bowling and billiard facilities of the city are based not on the form of amusement itself but upon the surroundings usually attending them. The recreative value of all of them may be high and the educational and moral value fair. As a matter of fact, since the young people frequently cannot find these forms of amusement in decent surroundings, the recreative value is often low, the educative and moral value lacking, and the general influence vicious.

A COMPREHENSIVE RECREATION SYSTEM FOR MILWAUKEE

It is with a good deal of hesitation that I speak of a comprehensive plan for recreation in Milwaukee. If a far look is taken into the future we lay ourselves open to the criticism of dreaming impossible dreams. But the next step can be taken more intelligently if there is some idea of what the city may be ultimately seeking. Several cities which have already spent large sums on recreation are waking up to the fact that much has been wasted because they have used a patchwork method rather than a system. Since I have been definitely asked to suggest such a comprehensive outline I shall do so, realizing as well as anyone that it cannot be completed for some time.

PLAYGROUNDS FOR YOUNGER CHILDREN

For children under 10 years certain cities are aiming to secure a play space within five minutes' walk of the home of every such child and this is a good working rule. The study by Philadelphia authorities of certain playgrounds in that city, 98 per cent. of whose attendance is 14 years of age or under, showed that 74 per cent. of this attendance was from homes within three blocks of such playgrounds for younger children. In short, the radius of efficiency of such playgrounds for younger children is from one-quarter to one-half mile. This is due to the fact that most parents do not wish their young children to go far from home.

PLAY FIELDS FOR OLDER CHILDREN AND YOUNG PEOPLE

For children over 10 and young people over 16 years there would be in such a comprehensive system a larger play field within twenty minutes' walk of their homes. If their play were confined to Saturdays and Sundays they could go even a greater distance, but some provision has to be made

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for the out-of-door sports of such young people in the short space of time out of school or after working hours. Some attempt would also be made to organize the out-of-door instincts by leading long walks into the surrounding country on Saturdays and Sundays.

INDOOR RECREATION CENTERS

Such a comprehensive system would seek to provide indoor recreation centers for both young and old. These could be arranged in connection with the larger play fields and would be as numerous as those fields. In planning for these centers it is better to use the neighborhood as the standard rather than a standard of one center to so many thousand people or one center within each circle of given radius. By such a standard we should seek to have a social center within the reach of every group of people who had no other neighborhood meeting place.

RECREATION FACILITIES NOT UNDER PUBLIC CONTROL

A comprehensive system comprehends not only those forms directly under the control of various city departments, such as those mentioned in preceding paragraphs, but also those forms under the control of other agencies, commercial or philanthropic. By influencing commercial forms of recreation and co-operating with private agencies the recreational life of the community may be developed as a whole. The city can do much through public facilities; it never can do all in providing recreation for its citizens.

SUPERVISION

The prime essential in any recreation work is adequate, well-trained, and efficient leadership. There may be an imposing scheme on paper and a running system with an inventory of equipment and buildings showing thousands of dollars' worth of property and still the system be ineffective and wasteful. There are cities where the buildings are inferior and the equipment very moderate, but where, owing to the quality and enthusiasm of the directors, a very high grade of work is being done. It is a safe rule to spend twice as much on supervision as on any special form of equipment.

FORCE NECESSARY A general supervisor is needed to take general oversight of the entire recreational work. Each indoor recreation center during the winter and each playground during the summer should have a director and an assistant director. It has been usually found most helpful to have one of

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these positions for each center and playground occupied by a man who looks out for the work for the boys and young men, and the other position occupied by a woman who looks out for the recreation of the girls and young women. The same directors and assistant directors who are used in the recreation centers in the winter can be used in the playgrounds in the summer. Thus by furnishing an all year round position, a better grade of service can be obtained. To such a director and assistant director in each recreation center or playground should be added from one to four part time helpers, *i. e.*, men or women who give assistance for single sessions for particular clubs or forms of work in the center, or for certain hours during the summer. The employment of these two classes of workers gives the advantage, first, in the all the year workers of a nucleus of people who know constantly and intimately the neighborhoods in which they work; and second, the advantage, in the use of part time helpers, of securing adequate assistance at an expense for only such time as such additional assistance is necessary.

COST OF SUPERVISION Table X shows what other cities are paying for different grades of service as far as reports were available at time of writing. To get complete cost of system, aside from outlay for land and buildings and permanent equipment, the expense of janitor service and supplies must be added to figures for supervision.

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TABLE X
SALARIES PAID IN VARIOUS CITIES FOR DIFFERENT GRADES OF SUPERVISION OF RECREATION

	Supervisor	Director Playground or Recreation Center	Assistant Director	Extra Helper Summer Playgrounds	Extra Helpers by Day or Session
Chicago—South Park	\$3,000 to \$4,200 yr.	\$125 mo.	\$80 to \$110 mo.	\$75 mo.	
Lincoln Park	\$1,800 to \$2,400 yr.	\$75 to \$125 mo.	\$80 to \$110 mo.		
Special Park	\$2,000 yr. (1)	\$85 to \$100 mo.		\$60 to \$80 mo.	
Baltimore—Public Athletic League	\$1,500 yr. (2)	\$60 to \$75 mo.	\$40 to \$60 mo.		\$1.50 to \$2
Playground Association		\$50 to \$60 mo.	\$40 to \$45 mo.		
Buffalo	\$1,500 yr. (3)	\$85 mo.	\$65 mo.		
St. Louis		\$75 mo.	\$45 mo. (5)		
New York City		\$4 session	\$1.75 to \$2.50 session		
Newark		\$85 mo.		\$50 to \$70 mo.	
Pittsburgh		\$150 mo.		\$80 to \$90 mo.	\$1.70 to \$3 (7)
Philadelphia				\$45 to \$47.50 mo.	\$1 to \$2 (6)
(1) Additional administrative expense—Secretary	\$1,800 yr., Stenographer	\$840 yr.			
(2) Additional administrative expense—Director	\$3,500 yr., Stenographer and office boy	\$1,050, Medical Director	\$2,000		
(3) Additional administrative expense—Secretary	\$1,500				
(4) Six hours per day					
(5) Four hours per day					
(6) Half day					
(7) Substitutes					

RECREATION SURVEY, MILWAUKEE, WISCONSIN

SCHOOL TEACHERS AS RECREATION DIRECTORS

Experience has shown that school teachers are often very useful as part time helpers who give one or two evenings or afternoons per week to such work, or who may, in the case of especially strong physique, work during the summer on the playgrounds, but that it is impossible for regular teachers to do the work of a director or assistant director adequately while also employed in school work. If school teachers attempt to do both their regular work and put in a considerable part of each week in such playground and recreation center activities, either their regular school work will suffer or their recreation center and playground work will be neglected, or their health will break down. It should also be remembered that certain teachers are excellent drill masters and nothing more could be asked in improving the quality of instruction which they give, who are entirely unfit for winning the sympathy of children and young people, of getting that close and intimate acquaintance with them which is essential for real play leadership.

CO-OPERATION OF VARIOUS CITY DEPARTMENTS IN A COM- PREHENSIVE SYSTEM

Recognizing that Milwaukee is already doing something for the recreation life of her citizens, the problem comes as to how to correlate these various efforts and how to build any future work on these foundations. In short, the problem is to use the present facilities under the control of the city up to their limit, to provide adequately for the recreation of its present population, and to plan for its inevitable future growth in population.

FIRST STEPS IN
CO-OPERATION

No one board can provide an adequate recreation system for Milwaukee, but through the co-operation of several boards such a system is possible. The Park Board is already conducting a certain number of playgrounds without very much supervision. The School Board is planning to provide supervision for a certain number of playgrounds under its own control. Certain cities have been able to work out a method of co-operation between these two boards where in certain places the sites and apparatus are furnished by the Park Board and supervision is furnished by the School Board.

A branch library adds greatly to the usefulness of a recreation center. In turn such a center can house a branch library at a con-

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siderable saving in rent to the Library Board. Furthermore, the introduction of storytelling into the recreation centers, either by experienced storytellers employed by the Library Board, or by the directors of the recreation centers, following the suggestions of the Library Board's workers, extends the usefulness both of the library and of the recreation centers.

In two or three cases in Milwaukee a natatorium is already placed near a playground. Such location of the natatorium makes it equally valuable to the rest of the community and adds much to the effectiveness of the playground. The location of the new natatorium in the Third Ward or the possible location of a new natatorium near Lapham Park are cases in point.

STREET PLAY Reference has already been made in the first part of this report to the large amount of street space in different parts of the city. Between thirty and forty per cent. of the ground space in each of the sections specially surveyed was so occupied by streets and alleys. Over half these streets are used only for delivery traffic. This delivering is largely done during school hours. By reserving here and there streets in such a way as not to block the traffic, the city could at once provide play spaces without the immediate expenditure of large sums of money for new sites for playgrounds. Such action would not be revolutionary, because it would be merely extending to other seasons of the year the plan already in use of reserving certain streets for coasting in the winter. With proper supervision such games as volley ball, basket ball, indoor baseball and many ring games and running games could be played on such reserved streets. For such use of the streets there would be needed the co-operation of the property owners along the street, of the Department of Public Works, of the Police Department in enforcing the reservation of such streets,—although after the first three or four months during which time the public will have become used to it such reservation would enforce itself almost automatically,—and the co-operation of whatever board furnishes the supervision. This last would most naturally be the School Board if it carries out its plans of having some supervisory force for its own recreation center and playground work.

THE RECREATION SYSTEM AND THE CITY PLAN

The City Planning Commission has in mind certain recreation centers in connection with the neighborhood centers

RECREATION SURVEY, MILWAUKEE, WISCONSIN

it has outlined. While the City Planning Commission, as I understand it, works out the location of these recreation centers along the line of its general plan for the city, the actual supervision and maintenance of such centers would fall to the control of some other board. The care of the physical property and equipment might fall to the Park Board, the supervision to the School Board, following the plan already suggested. Duplication in the provision of sites and equipment could be avoided by adopting some working basis such as this: the Park Board or whatever administrative body has charge of the recreation centers provided by the City Planning Commission's outline could control the larger play spaces needed for the older children and young people, and the recreation centers in connection therewith; the School Board on the other hand, which already possesses a number of grounds well located throughout the city, could control the playgrounds for the smaller children who require a larger number of grounds but do not require so much space in any one ground. Since there are many preliminary steps to be taken it seems to me that there is no danger that any work which the School Board may do in the next few years in the way of recreation centers in its school buildings will duplicate the work of any other body.

A JOINT ADVISORY COMMITTEE ON RECREATION

The next problem of practical importance is how to secure this co-operation which is essential to the securing of a comprehensive system. One method is through a recreation commission. Such a commission has certain distinct advantages. One of the chief of these is that it is a single board with one special problem and hence likely to give that special problem its exclusive attention. On the other hand, it has a distinct disadvantage in that it is likely to come in conflict with other administrative boards which are in charge of their own important problems and hence cautious in allowing a recreation commission to do things which may interfere with the regular work delegated to such boards.

LIKE AND UNLIKE
A RECREATION
COMMISSION

On account of the questions in regard to the legality of such a recreation commission here in Milwaukee under the present charter, and on account of the legislation of last spring, it seems to me that at the present time at least a recreation commission

would be distinctly inadvisable. Hence the question arises whether it is not possible to secure much of the object set before such a commission in another way. For this purpose I would suggest the gradual growth of a joint advisory committee made up of representatives of the various city departments which do work affecting recreation. Such a joint advisory committee would be similar to a recreation commission in that its purpose would be to secure team work between the different departments affecting recreation. This is the chief purpose of a recreation commission. Such a joint advisory committee would be different from a recreation commission in that each department would still retain complete control over whatever work is already delegated to it.

It will be noticed that I have used the word "growth" in regard to such a committee. Whether this committee shall gradually come into being owing to real administrative needs or whether it shall be immediately formed depends upon conditions. If the immediate formation of such a committee will immediately secure the team work desired, I should be in favor of such immediate formation. I am inclined to believe, however, that the most successful joint committee will be the result of growth. By growth I do not mean any vague and indefinite process to take place some time when nobody knows anything about it. I mean a development in response to felt needs and recognized problems. The first stages in this growth, as affecting the summer playgrounds and school recreation centers in 1912, would take place very soon.

REGULATING AND INFLUENCING COMMERCIAL RECREATION

In regard to commercial recreation, it should be remembered that recreation is not necessarily bad because it is given on a commercial basis. Those who furnish commercial recreation are simply meeting a normal demand just as house-builders and grocers are meeting a normal demand. On the other hand, this does not mean that such commercial recreations should not be regulated. We have housing laws and regulations to prevent the sale of unwholesome food products. There is no reason why we should not also attempt to prevent the sale of unwholesome recreation.

SUBJECTS OF REGULATION AND INFLUENCE

The question now arises as to what form this regulation should take. For clearness I shall use two words, regulation and influence. By regulation, I mean direct effect by ordinances

RECREATION SURVEY, MILWAUKEE, WISCONSIN

and the action of administrative officers. By influence, I mean that indirect control through conference with owners of commercial recreation facilities, or, if necessary, competition with them. In general it may be said that direct regulation can be turned best toward certain external features. The ventilation, the number of fire exits, the cleanliness of theaters and moving picture shows are items of such direct regulation. The relation of dance halls to saloons, and to hotels and rooming houses are other features for such direct regulation. The quality of entertainment can best be subject to indirect influence.

**INFLUENCE BY
CONFERENCE** Influence through conference is possible in the case of moving picture shows. The owners of many of these houses, I believe, would be willing to allow the representative of the proper city board, perhaps of the Board of School Directors, to select the pictures and songs on certain evenings of the week. The owners of these houses have no malign intention in the selection of their pictures. They are simply anxious to get the pictures which will be popular. The fact that these pictures have improved greatly within the last few years and that the manufacturers have voluntarily submitted to a form of censorship of their films shows the fact that the exhibitors appreciate the business advantage of running a type of performance which does not offend the taste or the moral feeling of the large common element in the population. This same business instinct of the exhibitors can be used by showing them the advertising value of the fact that the pictures on given days of the week are those selected by some well recognized body of citizens.

**INFLUENCE THROUGH
COMPETITION** Influence through competition is possible in the case of dance halls. Young people do not dance in poorly lighted halls, where the surroundings are unattractive and where the form of entertainment is in the hands of those who are not seeking the best interests of their patrons, because they like them, but because they can secure nothing better for the money than they have or because they know of no better form of entertainment. The same can be said of pool playing under certain conditions and of certain social clubs. Give a decent well regulated dance or series of dances in a schoolhouse or recreation building, have games such as pool and billiards and facilities for clean, wholesome club life under the supervision of

RECREATION SURVEY, MILWAUKEE, WISCONSIN

an older person who understands young people, and in no very long time the better form of entertainment will win through its own attractiveness.

CO-OPERATING WITH PHILANTHROPIC ORGANIZATIONS FURNISHING RECREATION

There are many enterprises of a philanthropic character in Milwaukee which furnish a certain amount of recreation, such as settlements, boys' clubs, churches, Young Men's Christian Associations, Young Women's Christian Associations, and other similar organizations. With nearly 400,000 people in Milwaukee, with 150,000 to 200,000 children and young people in the city, the work of any private organization furnishing a good type of recreation should be welcomed. Co-operation with such organizations can take two forms, withholding competition and loaning facilities where this is practicable.

WITHHOLDING COMPETITION As a means to helping rather than harmfully competing with such organizations one of the tasks of any of the administrative bodies of the city which try to secure a comprehensive development of the recreational life of the city would be to complete, by local workers, a survey of such private organizations, the amount and quality of recreation which they furnish, and the number and ages of the people whom they reach. In any extensions of the recreational work, regard would be had for these outside forces. If any neighborhood is being adequately supplied by them, extensions would naturally first go to other neighborhoods not so supplied.

LOANING FACILITIES Many cities find that the recreational facilities under the control of the city government are a distinct help to the work of such private organizations. Buffalo furnishes from its regular force in the employ of the City Recreation Commission gymnasium leaders for private organizations who have halls but are unable to furnish leadership. Chicago frequently loans the halls of its recreation centers to private clubs who wish the halls for holding entertainments, open meetings, and bazaars. In certain cities private citizens or groups of people give or loan vacant lots and the city through the proper board furnishes the supervision. The job in Milwaukee is big enough to require all the efforts of the city's administrative departments and all the help which can be obtained from private sources.

THE MILWAUKEE PROGRAM

C. G. PEARSE

In planning to take up the playground and recreation work which, by recent act of the Legislature, the Milwaukee Board of School Directors is authorized to carry on, it was thought wise to get the best expert judgment to be had. The Board therefore invited the field secretary of the Playground and Recreation Association of America, Rowland Haynes, to make as careful a survey of the city as time permitted. Mr. Haynes spent between two and three months at this work. Much of the time was devoted to an inquiry made on the behalf of the Board of School Directors; additional time was devoted to an investigation desired by the Child Welfare Commission of the city. The results of the inquiry were set forth in a report submitted by Mr. Haynes. This report was accompanied by a map showing vital facts with reference to the city.

In accordance with this report the School Board formed its plans for inaugurating and prosecuting the recreation and playground work. Mr. Haynes has been retained to act as advisor and to come for conference at two or three different times while the work is being organized.

The Board of School Directors has appointed a Supervisor of Playground and Recreation Work. In each social center a director and assistant director, and such other assistants as may be required, are employed.

School playgrounds will be equipped and, as the warm weather comes, opened under proper supervision. During vacation a number of playgrounds which have been or are being equipped, will be carried on; a number of these will be in co-operation with the Park Board of the city.

The Board of School Directors is under obligation to the Playground and Recreation Association for co-operation and for the help extended in allowing the expert of the Association to co-operate with and advise us in beginning this work.

NEXT STEPS IN MILWAUKEE

C. G. PEARSE

(a) **Social Centers**—The plan is to open four of these, one after the other, as rapidly as suitable directors and assistants can be employed, the necessary equipment assembled, and the center put into operation. They will be for children, young people, and adults.

(b) **School playgrounds**—It is planned to equip and organize probably eight of these, in various parts of the city, in the hope that they will be ready to open about May 1, at which time the social centers will probably close. Not only these school playgrounds, but adjacent public playgrounds controlled by other boards, will be utilized and proper supervision supplied wherever satisfactory arrangements can be made.

(c) **Vacation playgrounds**—About ten of these will be included in next summer's plans, to be carried on in co-operation with the Park Board. Plans will be made for equipment and supervision. This will include provision for both children and young people.

(d) **Voluntary organizations of citizens**, using buildings which do not contain social centers. Several of these are now in operation, maintaining neighborhood clubs, alumni associations, singing organizations, and the formation of others will be encouraged.

(e) **Entertainments**—Social, literary, and musical entertainments, including free public lectures, will be arranged either by the recreation management, or by organizations or clubs using the schools or other buildings. Among these will be neighborhood dancing parties, if desired, wherever the necessary arrangement for proper conditions and oversight can be made.

The organization includes:

(a) **A Supervisor of Social Centers and Recreation Work**, who will devote his full time to it. He will plan the work, and will assist personally in the organization and starting of the social centers in succession, in the selection of directors and assistants, in the equipment for the centers and playgrounds, in studying out and solving the problems as they arise, and in the general supervision of the work. No important enterprise, and especially no new enterprise of importance, can succeed without capable supervision and direction.

NEXT STEPS IN MILWAUKEE

(b) **A director and an assistant director** in each center, with maybe one or two or three part time assistants in each. The director and assistant will employ their full time. Probably a man will be selected for one position, a woman for the other, so that children and youth of both sexes may receive proper and understanding attention. They will be in immediate charge during hours while the centers are in operation. During other hours of the day, also, they will devote themselves to the work, studying the neighborhood, the groups of young people who need to be reached, the temptations that beset their charges, individual cases that need attention, and conditions generally.

Directors and assistant directors will work throughout the year—in the social centers in season; in the school and adjacent playgrounds from May until vacation; in the vacation playgrounds through the summer,—all-the-year-round people. Part time assistants will be used as required.

(c) **As expert adviser**,—"consulting engineer,"—the board has arranged to secure, temporarily, the services of Mr. Haynes, who made the survey and the report thereon. He is recognized as an authority on the work which is being organized and systematized in Milwaukee. Mr. Haynes is a high class man, regularly employed by the Playground and Recreation Association of America at a good salary; he is familiar with conditions here, with conditions in many other cities throughout the country, and with the recreational work being done in all these cities. He will come for a week or two at a time, on two, or three, possibly four occasions, while the work is in process of organization and starting. The board will pay for his services at the rate which the Playground Association pays him. The members feel that the few hundred dollars this service will cost will be very well invested if by means of it Milwaukee can avoid the mistakes other cities have made, and know the most successful things they have undertaken.

SUPERVISOR OF RECREATION FOR MILWAUKEE

Harold O. Berg has been appointed Supervisor of Recreation in Milwaukee.

As principal of a public school in Milwaukee for several years, Mr. Berg has shown administrative ability of a high order. He

PLAYGROUND POSITIONS

showed his appreciation of the need of recreation in the neighborhood around his school by opening up his school auditorium for basket ball, roller skating, and neighborhood dances. When social centers were conducted with private funds a few years ago, one was under his direction. Last summer Mr. Berg carried on playground work under the Park Board of Milwaukee.

Within two weeks after his appointment as Recreation Supervisor Mr. Berg started one flourishing social center, and made preparations for others to be opened shortly. He has won the confidence of the people in Milwaukee interested in recreation.

PLAYGROUND POSITIONS

The Civil Service Board of the West Chicago Park Commissioners are to hold three sets of examinations for candidates for playground positions this spring, as follows:

1. On April 10th, an examination for playground director; salary \$100 to \$125 per month; open only to men over twenty-one years of age; consisting of oral and written questions on athletics, social and recreational activities, hygiene, club organization and general playground work.

2. On April 27th, an examination for assistant gymnasium instructor; salary \$60 to \$75 per month; open to men only; consisting of a practical and written test on gymnastics, games and physical culture. A test will be made of the candidate's skill in gymnastics and his general bodily condition.

3. On May 4th, an examination for assistant gymnasium instructor; salary \$60 to \$75 per month; open only to women over twenty years of age; consisting of a practical and written test on gymnastics, dancing, games and physical culture. The candidate's bodily condition and skill in gymnastics and dancing will be tested.

Application blanks may be received at the office of the Civil Service Board, room 706, Wendell Bank Building, Madison Street and Ogden Avenue, or at the West Park Playgrounds. Application must be filed in the office of the Board before 5 P. M. of the day preceding the examination.

AVAILABLE PLAYGROUND WORKERS

The following list contains the names of persons who have indicated to the Playground and Recreation Association of America that they desire to engage in playground work. A brief statement is given in each case in regard to training and experience, and the names of people who are acquainted with them and their work.

* Indicates that the applicant desires a position as supervisor.

† Indicates that the applicant desires a position for the entire year.

* Apple, W. M., Ann Arbor, Michigan.

Training: Graduate high school, Y. M. C. A. Institute and Training School, Purdue University, two years.

Experience: On playground in Chicago. Physical director, Y. M. C. A., three years. Settlement Chicago two years, high school two years.

References: A. W. Smalley, Ann Arbor, Mich.
H. M. Slauson, Ann Arbor, Mich.

Bill, Susan Woodford, 141 N. Professor St., Oberlin, Ohio.

Training: College, Physical training department, three years.

Experience: Student instructor.

References: Mrs. Ellen B. Hatch, Oberlin, Ohio.
Miss Faith Tenny, Oberlin, Ohio.

Bowers, Joseph Wm., Y. M. C. A. College, Springfield, Mass.

Training: Y. M. C. A. College, two years.

Experience: Boys' club work.

References: Dr. J. H. McCurdy, Y. M. C. A. College, Springfield, Mass.

Prof. G. B. Affleck, Y. M. C. A. College, Springfield, Mass.
N. B.—Desires work with colored children.

Butler, Alice E., Stone Hall, Wellesley, Mass.

Training: Graduate college, including playground course.

Experience: Playground instructor, three summers.

References: Miss Charlotte Rumbold, Secretary Public Recreation Commission, City Hall, St. Louis, Mo.

Miss Amy Homans, Wellesley College, Wellesley, Mass.

† Dalton, Lila, Read Hall, Columbia, Mo.

Training: Graduate college.

Experience: Gymnasium work and outdoor activities, four years.

References: Miss Rebecca Conway, Delta Gamma House, Columbia, Mo.
Miss Margaret Anstill, 1211 University Ave., Columbia, Mo.

Davis, Ralph A., 9 Gunn Square, Springfield, Mass.

Training: High school, two years. Mt. Hermon, two years. Y. M. C. A. Training School, one year.

Experience: Basket ball coach.

References: Joseph A. Goodhue, 13 Appleton Place, Leominster, Mass.
J. H. McCurdy, Training School, Springfield, Mass.

Davison, W. C., Princeton, N. J.

Training: Princeton University, three years.

Experience: Boys' club athletics.

References: Dr. E. Fauver, Princeton, N. J.
Dr. J. E. Raycroft, Princeton, N. J.

* Dawkins, S. M., 419 West 118th Street, New York City.

Training: Graduate Wofford College. Now a student Columbia University Law School.

Experience: Assistant Director at Speyer School Neighborhood House, three years. Director boys' club work, Union settlement, one year. Director of playgrounds two summers.

References: Howard Bradstreet, 265 Henry Street, New York City.
E. Stagg Whitin, Columbia University, New York City.

AVAILABLE PLAYGROUND WORKERS

- Dodd, Alexander D., Princeton University, Princeton, N. J.**
Training: University, one year.
Experience: Y. M. C. A. boys' work.
References: Mrs. Thomas Carter, 18 Bradford Place, Montclair, N. J.
Rev. Orville Reed, 74 Midland Ave., Montclair, N. J.
- Ford, Charles E., 717 Franklin Street, Appleton, Wis.**
Training: Senior Lawrence College, including playground course, track and basketball teams.
Experience: Mission work for sailors, one summer.
References: Prof. J. C. Lyner, Appleton, Wis.
Rev. Harry Milford, Superior, Wis.
- * **French, Louise S., 308 W. 59th Street, New York.**
Training: Graduate Normal School of Physical Education.
Experience: Playground director, one year. Now instructor Rutgers Place Gymnasium.
References: Chas. E. Salek, 123 W. 112th St., New York.
Miss Marion F. Carter, 308 W. 59th St., New York.
- Gardner, Earl D., 808 Northampton St., Easton, Pa.**
Training: Graduate high school. College, two years. Y. M. C. A. and college gymnasium.
Experience:
References: Howard O. Stouffer, 1114 Ferry St., Easton, Pa.
Fred Fulmer, 220 South 7th St., Easton, Pa.
- Hayes, Loretta Hawthorne, 42 Hawthorne St., Brooklyn, N. Y.**
Training: Graduate Gilbert Normal School of Dancing.
Experience: Playground director, two years.
References: Miss Mari Hofer, 700 Oakwood Boulevard, Chicago, Ill.
- Herrschaft, Coleman P., 263 Jefferson Ave., Brooklyn, N. Y.**
Training: College, one year.
Experience: Y. M. C. A. boys' work, six years.
References: M. I. Foss, Bedford Ave. Y. M. C. A., Brooklyn, N. Y.
J. H. Diemer, 420 Gates Ave., Brooklyn, N. Y.
- Higgins, Bess C., 116 Thorndike St., Brookline, Mass.**
Training: Graduate high school. Courses in dancing and playground methods.
Experience: Teacher of dancing, six years.
References: Rev. Edward Cummings, Irving St., Cambridge, Mass.
Miss Alma Greenwood, Gilbert School of Dancing, 200 Huntington Ave., Boston, Mass.
- Kingman, Doris, School of Music, Phoenix, Ariz.**
Training: Graduate school of expression; Hinman School of Dancing.
Experience: Teacher dancing and physical culture, six years.
References: Mrs. Shirley Christy, School of Music, Phoenix, Ariz.
Miss Mary W. Hinman, 1452 E. 53rd St., Chicago, Ill.
- Lashman, L. Edward, Port Norris, N. J.**
Training: Graduate high school. Gymnasium courses.
Experience: Playground director, one year. Scout master.
References: Miss Amelia J. Allen, Principal Webster School, Philadelphia, Pa.
Capt. Harrison Hollinger, Port Norris, N. J.
- Locke, Alice B., 17 Ridge Street, Winchester, Mass.**
Training: Graduate Sargent School of Physical Education, including playground course.
Experience: Student instructor.
References: D. A. Sargent, 8 Everett St., Cambridge, Mass.
Carl Schrader, 8 Everett St., Cambridge, Mass.
- Loomis, L. Elta, 706 Emmet St., Ypsilanti, Mich.**
Training: Graduate normal school and university. Sargent School of Physical Education, one summer.
Experience: Grade and high schools, nine years. Instructor physical training, normal schools, six and one half years.
References: Prof. W. P. Bowen, Ypsilanti, Mich.
Prof. C. T. Tambling, Mt. Pleasant, Mich.

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June, 1912

The Playground

The Leisure Time
Problem



Camp Fire Girls

A BACON BAT

Twenty-five Cents a Copy

Two Dollars a Year

The Playground

Published Monthly by the

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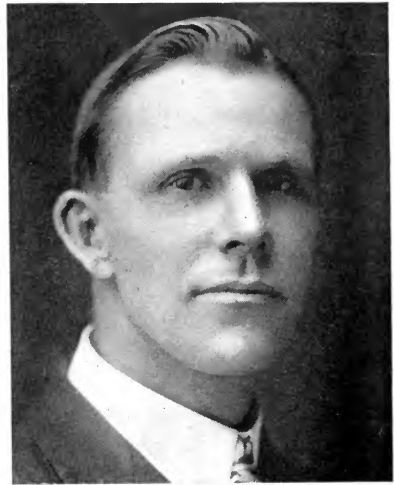
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NEWTON D. BAKER

Mayor of Cleveland, an enthusiastic advocate of a big playground bond issue. "There won't be enough votes against it to make it worth while to count them," says Mayor Baker



GEORGE BELLAMY

Chairman of the Cleveland Chamber of Commerce Committee on Public Recreation; an ardent social worker with a thoroughly practical point of view



MUNSON HAVENS

Secretary of the Cleveland Chamber of Commerce, and one of the Directors of The Playground and Recreation Association of America

THE FORWARD MOVEMENT IN CLEVELAND

MUNSON HAVENS

Secretary of the Cleveland Chamber of Commerce

"The Chamber of Commerce has just done one of the biggest things that any public body in Cleveland has ever done. It has pointed out the duty of the people of Cleveland toward their children."

This is the opening paragraph of a long editorial in the *Cleveland Press* of March 5th.

So many big and broad movements have been initiated by the public and semi-public bodies of Cleveland that one need not agree with Mr. Earle Martin, Editor of the *Cleveland Press*, and yet may feel that the recent report of the special committee on public recreation, to which he refers, must take high rank among similar contributions to municipal progress.

The report is twenty-three pages in length, including a folding diagram, which presents in tabulated form the recreation status in thirty-one American, British and Canadian cities. It is free for the asking, as long as the supply of copies lasts, which will not be very long if the present demand continues.

From the average Clevelander's point of view, doubtless the most important recommendation in the report is that a bond issue of \$1,000,000 for playgrounds be submitted to popular vote. From the point of view of readers of *THE PLAYGROUND* in other cities, the most important recommendation in the report is the administrative plan suggested.

Before this article is in type, the Cleveland City Council, prompted not only by its members' realization of the city's needs, but urged to immediate action also by the enthusiastic advocacy of Mayor Newton D. Baker, will have passed the necessary legislation to secure the submission of the bond issue to the electorate.

One Sunday afternoon, recently, I tried to impress upon the Mayor the necessity of a thorough organization to secure the passage of the bonds, which, under Ohio laws, require a two-thirds vote for approval. Other bond issues for public improvements involving millions, are to be submitted at the same election. The Mayor looked at me with a patient smile while I pointed out the elements which together created the possibility of an adverse decision at the polls. I suggested some campaign schemes, such as the

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employment and organization of school children as ward workers. "There will not be enough votes against the bond issue to make it worth while to count them," said the Mayor, finally.

A SUGGESTED PLAN The Chamber of Commerce committee has made a suggestion with regard to the use of the money. The suggestion is tentative and the committee itself would be the first to approve of its being given the most careful consideration and revision by capable playground experts.

The east and west sides of Cleveland are divided by a wide valley traversed by numerous bridges. Each section has certain local prejudices and a certain local pride. This will help to explain the committee's recommendation for the use of the money given below:

Municipal Center for East Side.....	\$375,000.00
Land	\$160,000.00
Field House	140,000.00
Equipment, buildings, pond for swim- ming, etc.	75,000.00
Municipal Center for West Side.....	325,000.00
Field House	140,000.00
Land	110,000.00
Equipment, buildings, etc.....	75,000.00
Equipment of School Playgrounds.....	100,000.00
Equipment of the 15 present Municipal Playgrounds...	195,000.00
Comfort Stations	\$6,000 each, 90,000.00
Lights	500 each, 7,500.00
Additional Equipment.....	1,500 each, 22,500.00
Fences	30,000.00
Soil	30,000.00
Shade	15,000.00
	\$995,000.00

**A DEPARTMENT OF
PUBLIC RECREATION**

In Cleveland, says the Chamber of Commerce Committee, the problem of playground efficiency divides itself into two parts: first, administrative; second, physical, *i. e.*, land and equipment.

First—Administrative: The two fundamental difficulties of the present administrative situation are, first the lack of correlation between the two agencies controlling playgrounds,—the city govern-

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ment and the Board of Education, and second the lack of efficient, trained and sympathetic play-leaders.

Both the city government and the Board of Education are making praiseworthy endeavors in their respective playgrounds. The loyalty and interest of the employees in charge of the work is constantly increasing, but beyond a casual interchange of experience and opinions, there is no co-ordination between these two classes of public playgrounds. Since there is no material difference between the problems relating to city and school playgrounds, the need of such co-ordination is at once apparent, and the difficulties in the way of securing it, although theoretically great, should be easily overcome by the practical expediency of the situation. The difficulties are legal and financial. So far as the legal difficulties go, they may be disposed of with the single statement that voluntary co-operation may be made quite as effective as statutory co-operation, if the city administration and the Board of Education both sincerely desire it. Financial problems are more difficult, but it is perfectly manifest that an equitable division of moneys available for equipment and direction could be ascertained and the appropriations for these purposes by the Board of Education and the City Council could be applied in such places and at such times and in such manner as would entirely avoid duplication and make for economy and efficiency.

But any plan of administration, any ordinance passed by the Council, any appropriation of money for the securing of the enforcement of the ordinance, will be useless unless the city secures efficient leadership.

The first step in such a program must necessarily be the creation of a department of the city administration under the general direction of the Director of Public Service. In the committee's opinion this department might well be called the Department of Public Recreation. The head of the department should be known as the Director of Public Recreation, comparable with the Director of Charities. He should have the power to regulate absolutely all amusements under municipal control. Upon the selection of this Director of Public Recreation more than upon any single factor will depend the success of the effort to broaden and beautify public recreation in this city. Unless he is a man of pronounced social instincts and broad social training, the entire department may fail.

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DANCE HALLS INCLUDED The committee believes that the problem of municipal recreation includes not only parks and playgrounds, but also dance halls, pool rooms, moving picture shows and other places frequented by the public for the purpose of relaxation and amusement. Any plan of administration suggested by the committee, therefore, must be adequate for the management or control of these activities. Excepting the parks and playgrounds, it is the plan of the committee to control the other places of public amusement by the issuance of licenses under the control of the Director of Public Recreation, such authority to be granted him by the Council. To place under the control of the Director of Public Recreation any activities without giving him the proper authority to control them would be futile. The responsibility without the authority could not be maintained.

The license system is being used as to dance halls at the present time in Cleveland.

In brief, here is the committee's administrative plan:

Director of Public Recreation	{ Supervisor to have charge of	Parks, playgrounds and all other phases of out-door athletics
		Streets—The city should set certain streets in congested districts at certain hours for play
		School playgrounds, entertainments and other social center work, (as suggested by work now carried on in school buildings)
	{ Supervisor to inspect	Municipal gymnasias
		Bath Houses
		Bathing Beaches
	{ Supervisor to inspect	Moving pictures
		Theatres
		Penny Arcades Amusement Parks
{ Supervisor to inspect	Dance Halls	
	Roller Skating Rinks	
	Bowling Alleys	
	Pool Rooms	
		Other such types of recreation

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The committee recognizes that this scheme of administration involves an additional expenditure annually for administration alone, if the administrators are paid salaries commensurate with the importance of their position. In order to arrive at an estimate of the additional expense involved, it would be necessary to segregate the city accounts in a manner not possible under the present bookkeeping methods, but the committee believes that this may be stated as true; that while some additional expense would be involved in its plan of administration, the efficiency of existing provisions for the supervision and encouragement of public recreation would be so greatly increased as to make the additional expenditure seem a negligible quantity.

PRESENT
PLAYGROUNDS

In this connection it will be of interest to readers in other cities to learn of the present playground situation in Cleveland, in order that a comparison of facts and intentions may be made:

There are three groups of public playgrounds; those administered by the city government, by the Board of Education, and by private philanthropic agencies. Those administered publicly are:

(1) Playgrounds controlled by the city and under the direction of the Supervisor of Sports, whose salary is \$1,800. He has an Assistant Supervisor of Sports, whose salary is \$900; and an Assistant Supervisor of Playgrounds during the summer season, whose salary is \$900. The Supervisor of Sports is appointed by the Mayor, upon the nomination of the Director of Public Service. The Director of Public Service appointed the twenty-three assistants who work under the Assistant Supervisor of Playgrounds.

(2) Playgrounds which are under the control of the Board of Education.

Last summer fifty-one school playgrounds were operated by the Board of Education, twenty-two of which were partially equipped; the others were not equipped. The school playgrounds were open about six hours per day. No attempt was made to keep them open evenings. The entire appropriation for the summer playground work was \$15,000. Gymnasium work is conducted during the school year in fifteen schools—eight high and seven elementary. During the winter the Board of Education conducts social center work by means of volunteer service. Lectures, entertainments and various social activities are planned to take place in school buildings in different parts of the city.

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Fifteen public playgrounds were operated by the city of Cleveland. Like the school playgrounds, these grounds were open only in the morning and afternoon. Two or three municipal grounds have electric lights, but these were not sufficiently bright to make it possible to utilize them at night.

The city expended for municipal recreation in 1911:

Playgrounds—

Salaries and Wages	\$10,004.24	
Furniture and Implements	2,852.07	
Land and Buildings	1,996.09	
Material and Supplies	1,250.80	
Music	189.00	
Repairs	17.83	
Fuel and Light	50.70	
		\$16,360.73

Sports in the Parks—

Salaries and Wages	\$12,284.52	
Music	5,841.84	
Land and Buildings	1,427.03	
Material and Supplies	1,394.49	
Furniture and Implements	1,358.77	
Office Supplies	59.84	
Auto Service	48.75	
Telephone Service	12.50	
Fuel and Light	3.90	
Messenger Service	2.25	
		\$22,433.89

Three Public Bath Houses	25,185.92	
Two Bathing Beaches	2,396.84	
Dance Hall Inspector	1,500.00	
		\$67,877.38

A SAFE AND SANE FOURTH

Those interested in plans for a Safe and Sane Fourth will be glad to see a pamphlet recently prepared by Mr. Lee F. Hanmer on "How the Fourth was Celebrated in 1911."

This may be obtained from the Department of Child Hygiene of the Russell Sage Foundation, 400 Metropolitan Tower, New York City.



L. W. Hine

ALERTNESS DEVELOPED ON THE PLAYGROUND

THE RECREATION INSTITUTE AT WILKES-BARRE, PENNSYLVANIA

MARCH 28TH, 29TH, AND 30TH, 1912

BELLE LINDNER ISRAELS

Chairman Committee on Institutes of The Playground and Recreation
Association of America

The Recreation Institute held in Wilkes-Barre, March 28th, 29th and 30th, was for the States of New York, New Jersey, Pennsylvania, Delaware and Maryland. The large local attendance from Wilkes-Barre was augmented by over 100 delegates from other places. These included playground workers, mayors, playground commissioners, presidents and secretaries of Playground Commissions, instructors in State Normal Schools and representatives of different cities.

At the opening session, Percy MacKaye spoke on The Drama as Community Recreation. He made a plea for the civic theatre "which can both express and create a new community spirit through dramatic art practiced by the people themselves."

He spoke of there being three different types of leisure, as represented by Sunday, evening hours and holidays. He said that leadership on Sunday is chiefly with the churches, but that it is important to consider that there are in the United States millions of citizens who never go to the churches. "It is worth the churches' while to consider deeply why, and it is worth the community's while to take that as a fact and say, 'What shall we do for the millions who do not go to the churches? Let us give them some constructive means of expression, of aspiration.'"

"There is little public organization of night leisure, although there are exceptions—some of the chief being the libraries, museums, and lecture halls, which are doing a splendid work." Mr. MacKaye went on to say that all of these wonderful agencies practically ignore art in the creative sense; that music probably does more than any other agency to liven with joy the leisure hours, not only of evenings, but of holidays and Sundays. The private organization of night leisure does not ignore art, but because of commercialism, gives only one side. What is wanted is a public recognition of art and the establishing of the means to keep it forever from being debased, by the organization of dramatic art on a civic basis.

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The lack of holiday observances and of the needed recognition of their value was also discussed.

The civic theatre was defined as "the efficient instrument of the recreative art of the community. Its organization is an organization of artists for civic leadership." It would bring about fusion of the traditionally æsthetic theatre on the one hand with the educational, religious, sociological theatre on the other hand, into the civic theatre proper. In addition to these, it should be technically adapted for pageantry. The architectural expression of the civic theatre building, too, should be on a scale commensurate with its public importance. This theatre should provide an exterior portico, so constructed as to be practical as a stage for public pageants. The whole theatre construction should be placed upon a plaza so that the portico would be ready, or readily adjustable, to fulfill this function. It would then consist of a great raised stage from which a people standing or seated in temporary grandstands could witness the pageantry.

Mr. MacKaye referred to some of the pageants recently given and went on to say: "How can we establish modestly but fundamentally the beginnings of a civic drama in our midst? It seems to me that the most promising organizations which lie in our community today are the Playground Associations. They are already established, they are already developing and expressing themselves and it seems to me that they are already working toward this dramatic end. They are chiefly occupied, however, with the children of the theatre as it exists, and the output for the commercial theatre, but the art of that theatre which has been handed down for generations is the art to which I think the playgrounds must dedicate themselves. They will begin to realize the importance of giving a little place to the establishment of pageantry, and will consider some of the latest developments of the art of the theatre itself. . . . Let me suggest some few forms and effects of the permanent establishment of a dynamic pageantry in communities. Any art is concerned with discipline. This would, of course, immediately touch childhood. There would be given to childhood discipline, imagination and all the constructive expression attendant upon the important and, in some respects, terrible period of adolescence—with a hero worship rightly directed. So in a community which is not afraid of the love of show, we would not say to the small girl who likes to put a ribbon in her hair, 'Do not show off.'

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We would say rather, 'Show off much more, but show off right, and let it be an expression of yourself.' Not show off with a feeling of self-consciousness, but express yourself . . . Let your children of the playgrounds begin to write little songs about their work and set these to music, and begin to create a new balladry of their own, spontaneously, so they express the songs of the future people. Think of nature study in the schools. There is history, the dynamic use of research, athletics, city planning. Every phase of life could be expressed through this dramatic instinct and the symbols which it gives. I hope that you of the Playground Association especially, will consider this matter and form the beginnings, take upon yourselves the leadership for a civic theatre in your midst."

Mr. Farwell followed with a paper similar to that presented by him at Brookline on *The Development of Music for the People*.

The Institute was held in the high school building and the opening session was made notable by addresses of welcome from the Mayor and members of the School Board. The high school orchestra participated and a reception followed the session.

The high school building excited universal admiration among the delegates. It is a splendid example of what can be done to combine inspiration and education.

Friday morning was given over to practical problems. Mr. Lincoln E. Rowley, Secretary of the Playground Commission of East Orange, N. J., in speaking on *Playground Management*, said that he thought the selection of a Playground Commission would have everything to do with playground management. He said that he believed it was most important that those who first lay out playgrounds shall have some knowledge and idea of how they ought to be when completed. He spoke of the impracticability of having to do things over the second year because they have proved unsatisfactory as they have been done the year before. He expressed the opinion that every playground ought to be as park-like as may be without interfering in any way with the function for which the ground was purchased or established. The necessity of good supervision was brought out.

The part of this paper which seemed to make the most effective impression was that dealing with the necessity of a program. Mr. Rowley also spoke of the value of an assembly, of keeping a register and other statistics. Mothers' Day on the playground was advo-

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cated, weekly contests and dolls' receptions were mentioned as part of his experience. In speaking of the value of self-government clubs and also of his little experiments with the Big Brother System on the playground, he said:

"Older boys and girls can just as well be made helpers and they love it. The first step in the opening of the playground is a fight for a swing. A little later it comes to a place (and it takes about two weeks) where we hear instead, 'May I have it when you get through?' and then the last, beautiful step, brings the request, 'May I take care of the little folks' swings?'"

Mr. Randall D. Warden of Newark told of the Newark system of athletic development and record.

An interesting discussion of Children's Gardens by Miss M. Louise Greene of New Haven followed these papers.

Dr. William Burdick of Baltimore aroused great interest in Public Schools Athletic Leagues. Miss Burchenal followed and closed the morning's discussion with a description of the work of the Girls' Public Schools Athletic League.

A discussion of Social Centers in the Public Schools took up most of the afternoon. Dr. Stitt of New York and Mrs. Gilhooly and Miss Gilbert of Elizabeth, N. J., presented interesting and practical papers. Mrs. E. T. Giering told in most interesting manner of the work of the Parent Teachers' Association in relation to the public schools of Wilkes-Barre.

The Friday evening session presented the girl problem. Mrs. Louis C. Madeira, Chairman of the Recreation Committee of the Middle Atlantic States, and Miss Julia Schoenfeld, Field Secretary of the Committee on Commercial Recreation of the Playground and Recreation Association of America told of experiences with commercialized forms of recreation.

Mrs. Luther H. Gulick then presented the Camp Fire Girls of America. The audience crowded upon the platform after the meeting, at Mrs. Gulick's invitation, to examine the material and photographs and to ask questions concerning the organization of Camp Fires.

On Saturday morning, after a discussion of Holiday Celebrations by Lee F. Hanmer, Miss Anna C. Tyler of the New York Public Library presented a paper on Storytelling and told a story.

This session was novel in that it was held in a motion picture theatre. One of the numbers on the program was the presentation

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of The Motion Picture as an Educational Factor, by Mrs. R. G. Dolese of the General Film Company of New York. She spoke of the motion picture show as an amusement resource, pointing out that the motion picture and the motion picture theatre are among the great problems of the social worker of the present day. She called attention to the fact that there are 14,000 motion picture shows in the United States against 4,000 legitimate theatres. 500,000 people see motion pictures every day in the United States. Her reason for pointing out how recent the development of the motion picture is, was to ask patience with its development. Mrs. Dolese also said that she had a library catalogue of educational motion pictures containing all that have been produced by licensed manufacturers since 1907. In interpreting the relation of the motion picture to the social worker, she said that the social worker could make the motion picture show what it should be. She asked consideration for the fact that the conditions under which the pictures are seen are often at fault, but pointed out that the people who are to demand improvement are the people who go to the theatre. Mrs. Dolese exhibited four educational motion picture films, saying that any audience who wanted such films presented could always get them by making clear to the management that there was a demand for that kind of thing.

Mr. Otto T. Mallery, Secretary of the Recreation Commission of Philadelphia, presented a paper on Recreation Commissions, that will be printed separately. It is a very careful study of the growth of the Commission idea.

The responsibility of the community to provide recreation for young and old and the fact that a city without recreation is an unwholesome place in which to live, was clearly developed throughout the Institute.

The luncheons on Friday and Saturday were attended with interesting reports from various cities.

The sessions, as usual, were too short to permit of much discussion, but since the delegates almost all stopped at the headquarters of the Institute at Hotel Sterling, much helpful discussion took place in the corridors of the hotel. There was a large attendance of delegates from all the Middle Atlantic States, and this section of the country ought to be greatly benefited by the Institute. There were many expressions of appreciation and gratitude for the hospitality of the Wilkes-Barre citizens.

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The Wilkes-Barre organizations co-operating to make the Institute possible were: Young Men's Christian Association, Young Women's Christian Association, Public Schools, Chamber of Commerce, Civic Club, Boys' Industrial Association, Settlement House, Catholic Gymnasium Association, State Board of Charities, Park (Playground) Commission, Board of Visitation, and Parent-Teachers' Association.

WHICH MUNICIPAL BODY CAN BEST CONDUCT PUBLIC RECREATION

OTTO T. MALLERY

Secretary Board of Recreation, Philadelphia, Pennsylvania

DEFINITIONS Recreation nomenclature is not yet crystallized. Terms are used with different meanings in different localities. The following working definitions are therefore desirable for the purposes of this paper.

A Playground is any area used for public, supervised, out-of-door play.

A Recreation Park is a combination of a larger playground (say over three acres), with a recreation centre building suitable for all-the-year-round use, for gymnastics, games, amusements and bathing.

A recreation park supplies some or all of the following features:

- (1) Out-of-doors—gymnasiums, ball fields, swings, slides, wading pool, swimming pool, running track, band stand;
- (2) In-door—gymnasium, baths, game rooms, club rooms, dance hall, auditorium, library, lunch room.

Recreation is the broadest possible term to include all the near and distant cousins of play.

A Playground or Recreation Commission is a public body supported wholly or in part by public funds. Such a Commission has, at the minimum, jurisdiction over all public playgrounds except those under the school board, and at its maximum, jurisdiction over all the public playgrounds, recreation parks, social centres, public baths, bathing beaches, recreation piers, municipal dance halls, municipal moving picture shows, municipal bands, and (where no Park Commission exists) over public parks. Such commissions may also have supervisory powers over commercial dance halls and commercial moving picture shows.

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The writer is not aware that any Recreation Commission with such wide jurisdiction exists. The tendency toward consolidation and efficiency makes possible a gradual growth toward such a result within the next decade. Therefore prospective creators of a Recreation Commission may well keep all these activities in mind and, though not necessarily legislating specifically to include them, at least not legislate to exclude them.

IS A RECREATION COMMISSION DESIRABLE? WHAT OTHER MUNICIPAL BODIES ALREADY EXIST, ABLE TO CREATE AND ADMINISTER A SYSTEM OF RECREATION?

THE SCHOOL BOARD The first municipal body commonly thought of is the school board. Many believe that this is the ideal control. At Gary, Indiana, under Superintendent Wirt, the playground is part of the school system, and the education upon the playground is recognized as co-ordinate with that of the school room. The school buildings are also social centres and recreation centres, containing baths, gymnasiums and assembly halls. The school buildings are arranged for the use of adults as well as of children. The example of Gary will doubtless influence many other cities.

In order that the school board should be the proper body to create and control playgrounds and recreation the following favorable conditions should be present:

(a) The members of the Board should be in as full sympathy with the idea of education in their play as with the ideal of the book school;

(b) The school board should have sufficient taxing power and sufficient stimulation from public opinion to exert that power;

(c) The school board should possess the courage and initiative to arrange its hours, methods and subjects of study, part on the playground, part in the school room, and should build recreation centres for school houses rather than school houses which may, at a pinch, be painfully used as recreation centres. The camel will rather pass through the burrow of a rabbit than an old-fashioned school house become a usable recreation centre.

(d) The school board should be so constituted legally as to be able to provide recreation for children over school age and for adults.

These favorable conditions have not been found in Philadelphia, New York, Chicago and Boston, and therefore the school

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boards in these cities occupy a relatively subordinate position in the broad program of recreation, even though some of these boards occupy a specific portion of the field with splendid results.

CAN THE PARK COMMISSION DEVELOP PLAYGROUNDS AND RECREATION?

The answer is, that the Chicago and Cincinnati Park Commissions are succeeding notably.

THE PARK COMMISSION In Chicago each of three park commissions has its own taxing and borrowing power over a given district of the city. Chicago has been the playground inspiration for America. Its park commissions were created by the legislature and have no legal connection with the municipality. In the face of such complete success it may seem strange to pass over the Chicago type of park commission as failing to offer a general solution of the problems of recreation control. Nevertheless the trend of government is in the direction contrary to the theory upon which the Chicago park commissions are based. The taxing power is being centralized and unified in the smallest possible number of municipal bodies rather than extended and divided. The powers of the Chicago Park Commissions are almost unique, and it is doubtful whether many such park commissions with separate taxing power will be created in other cities. A park commission newly created, with taxing powers, may suddenly expand playground and recreation facilities, but concurrently it is likely to unbalance all other municipal expenditures and functions. If the park commission is to have taxing power, why not the Sewer Commission, the Board of Health, the Dock Commission or the Commission on Public Works? A Park Commission without separate taxing powers, if newly organized in a city already aroused to the playground movement, may well prove identical with a Recreation Commission. An old Park Commission in order to transform itself into a Recreation Commission must in most cases be vitalized with a new vision and in practice employ new methods and a new type of public servant.

Such an old type of Park Commission, although only dating from 1908, is that of Cincinnati.* Without possessing taxing power it is accomplishing successful results in both parks and

* See *Recreation Legislation*, by Lee F. Hanmer, page 35. Published by the Department of Child Hygiene, Russell Sage Foundation. Price. 20 cents

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playgrounds. The 1911 appropriation for maintenance was \$145,000. Three-quarters of a million out of a million dollar bond issue has been spent in the purchase of property which developed a total area of 1,550 acres, distributed in 52 different parks and playgrounds, from a nucleus of 590 acres in 26 properties. Another loan of about \$2,500,000 is to be requested for similar purposes at the next election. The personnel of this board and the state of public opinion in Cincinnati have combined to make the park and playground development march hand in hand without subordinating one to the other. The St. Louis and Indianapolis Park Commissions are working along similar lines. There are Park Commissions in other cities whose playground work is hopeful, but there are perhaps more cities where the Park Commission and School Board have been found inadequate to meet playground and recreation needs, and have therefore been passed over in favor of a new body, the Recreation Commission, or the same thing under another name.

The Recreation Commissions of New York and Los Angeles are typically good examples of this tendency. The Board of Recreation of Philadelphia is similar in function if not in name.

PHILADELPHIA
BOARD OF RECREATION

In June, 1911, the Pennsylvania Legislature created for Philadelphia a Department of Recreation, co-ordinate with the Departments of Health and of Public Works, controlled by a Board of Recreation of five citizens, appointed by the Mayor, with the Mayor and Director of Health as *ex officio* members.*

The Board of Recreation is now in successful operation, although the time has been too short to discern the ultimate results. The Board received appropriations from Councils of \$152,000 for current maintenance for 1912. In addition, four recreation parks of from three to seven acres each are under condemnation. \$200,000 recently obtained from municipal loans is being expended for permanent playground improvements. City squares and city properties suitable for recreation are from time to time transferred to the control of the Board. Private property is used for recreation by special arrangement for long or short periods. The Playgrounds Association, a private, philanthropic organization, has transferred its playgrounds to the control of the Board. The Park Commission may, if it

* See Recreation Legislation, page 39

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desires, invite the Board of Recreation to conduct supervised playgrounds upon areas under the jurisdiction of the Park Commission, and this is now under consideration. Recreation piers are under the jurisdiction of the Board of Recreation, and provision is made for the future development of floating baths. Swimming pools and wading pools are a part of the recreation parks constructed and under construction. The way is open to definite co-operation with the Board of Education for conducting its vacation playgrounds and in other matters. A successful beginning has been made in conducting dancing classes and dances in recreation parks. A few moving picture shows have been held and are considered a regular feature to be expanded.

All the employees of the Board, with the exception of the chief executive, are under civil service provisions. A system of satisfactory examinations has been evolved. Opportunity for promotion is afforded, and also for increased salaries, based on length of service. The positions are intended to be permanent, and attractive to a high type of men and women. Graduates of normal schools of physical training are particularly desired. Provisions like the following are of a nature not likely to be thought of by any other body than one specially devoted to recreation. (See Appendix.)

The Board will have at least twelve playgrounds, recreation parks and recreation piers in operation by the end of 1912. The state of public opinion, the attitude of Councils and the administration, and the powers of the Board of Recreation combine in affording a promise of rapid and sane recreation development.

There are several important recreation activities with which this Board does not yet concern itself. Among these are the supervision of commercial dance halls and moving pictures. The point of interest is that a board so constituted may conduct or supervise such activities whenever the time is ripe and the city desires it.

The framers of the act creating the Public Recreation Commission of New York City (enacted 1911) have had a similar purpose in mind.* The appropriation of only \$12,000 for 1911 does not seem to be sufficient to enable the New York Commission to demonstrate its fullest usefulness. We may expect to hear a great deal more of it in the future.

* See Recreation Legislation, page 29

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The Los Angeles Playground Commission is similar in constitution to the New York and Philadelphia bodies. It has been particularly happy in its methods of directing and co-ordinating various public and private agencies. Its work is conducted on a high plane. Councils appropriated liberally in 1911 for maintaining a corps of expert superintendents and teachers. All lines of recreation work are given attention. The Los Angeles Recreation Centre building, not a part of a Recreation Park, is a new departure. The Exposition Park Playground is an immense and promising undertaking.

DEVELOPMENT OF RECREATION IN PHILADELPHIA

These Playground Commissions were not created without a struggle. For the information of cities whose present recreation outlook is toward the formation of a Recreation Commission it may be of value to state the successive steps which led up to the Philadelphia Board of Recreation.

A Playground Association, composed of volunteers, became active in 1908, conducted an educational campaign in the public press, and began to supervise impromptu playgrounds in any semi-suitable lot. Imperfect as these playgrounds were, there were enough of them to make a demonstration and to arouse the desire for more and better ones. The three definite results in the order of their ultimate importance were:

First, public interest and public opinion;

Second, the creation by Councils of a body to report a comprehensive plan for municipal playgrounds;

Third, many little playgrounds which, like good germs, spread the contagion of the play idea.

The second result, a municipal body misnamed the Playground Commission, was wholly studious and, as such, invaluable. Its report was prepared after visiting other cities and studying Philadelphia geographically and socially. When its report was presented to Councils the Playground Commission automatically lapsed. Then the Playgrounds Association came into action again and agitated the adoption of the Playground Commission's report. This was accomplished because public opinion and the administration were fully prepared. A second body was created by Councils, called the Public Playgrounds Committee and attached to the Mayor's office, to carry out the provisions of the report of the lapsed Playgrounds Commission.

CONDUCTING PUBLIC RECREATION

Rapid progress was made. A demonstration recreation park was constructed from public funds in a congested foreign quarter (Starr Garden). Playgrounds of the Playgrounds Association were taken over and improved. New small playgrounds were opened, all by means of public appropriations. While this Playgrounds Commission was in full blast it was legislated out of office with its own full consent and approval, and superseded by the present Board of Recreation, with broader functions and a more permanent foothold among bodies municipal.

In conclusion it may be said that different local conditions require different treatment. However, the conviction grows that Playgrounds and Recreation are in many cases best developed by a municipal body created for that definite and broad purpose. Such bodies in New York, Philadelphia, Los Angeles and elsewhere are in the form of a distinct Municipal Department or Commission.

APPENDIX

PROPOSED RULES FOR THE BOARD OF RECREATION OF PHILADELPHIA

The use of the Club Rooms, Gymnasiums, Ball Fields, Assembly Halls and Dance Halls of playgrounds and recreation centres are open to any group, society or individual for all proper purposes. First come first served. Reservations can be made with the principal of the playground two months in advance.

Playgrounds are open to any teachers of a Public School, Parochial School or approved public or semi-public institution for the purpose of out-of-door teaching of regular studies in favorable weather. Special arrangement of quiet hours or quiet corners will be made where possible. Application should be made in advance by the teacher to the Superintendent of Recreation in writing, enclosing the written permission of the proper superior officer of the teacher. Where a number of classes are so using the playground, intermediate play hours, under playground teachers, will be provided.

On application, special Club Rooms will be reserved at special hours, for Boy Scout Troops, Gymnastic Societies, Social Organizations, etc. Application should be made to the playground principal.

Preference will be given to adults for use of recreation centers at night, and special preparation made for them. Children of school age will be given the preference during non-school daylight hours.

It is desired that defective, sub-normal, anæmic and delicate children shall be encouraged to use the playground. As the playground system progresses, principals are requested to report and suggest special provisions for their occupation and play.

No public towels or public drinking cups shall be permitted on any property under the management of the Board of Recreation. Individual towels will be supplied by the Board. Patrons may bring their own towels if preferred.

No swimming pools shall be used by any person unless he or she shall have first used the shower bath.

The shower baths shall be open day and evenings and must be kept in such condition as to invite the use of the most particular person. Separate and private dressing booths in the department for women and girls are to be provided.

LEISURE TIME, THE LAST PROBLEM OF CONSERVATION*

JOHN COLLIER

Of The People's Institute and The National Board of Censorship
of Motion Pictures

ABILITY DUE
TO LEISURE

A citizen of Providence, writing on the gospel of opportunity, says: "The two principal forms of opportunity are leisure and education. All environments are valuable to the development of genius only in so far as they secure education. Leisure must be regarded as a means to education. Leisure was the great school of mankind before there was any such thing as positive education. Leisure began with the priesthood, and to it we owe all we possess of early Indian, Chinese, Chaldean and Egyptian learning. The ruling classes of Greece and Rome possessed it. But for it they would have accomplished little in art, literature or philosophy. But it must not be supposed that all the leisure mankind have enjoyed has been well employed; most of it has always been either wasted or worse than wasted."

These words are used by Professor Lester F. Ward, the leading American sociologist and one of the world's great thinkers, in his discussion of opportunity, in which he proves that by education we can increase the available positive ability of society at least one hundred fold. It can serve as a text for what I shall say.

When a man discovers a gold mine he is not content with the discovery; he proceeds to develop it. He is not content with developing the mine; he desires to purchase leisure and opportunity with the gold he digs from the mine. The search for gold, the discovery, the development, the whole process has just one object—the attainment of happiness.

A GOLD MINE Humanity, in the invention of machinery and the achievement of free government, has discovered a gold mine. It is a real gold mine, notwithstanding the outcry of Tolstoi against machinery or the outcry of America's governing politicians against democracy. We are developing that mine; we are rapidly securing wealth and leisure; the day is in sight when only six hours' required work will be the task of every man. Even today we are outraged to discover a few thousand wage slaves, working fourteen hours a day, in Pennsylvania industries. We

* Address before the Economic Club of Providence, R. I., March, 1912

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forget that this was the doom of the vast mass of humanity up to a generation ago. We forget that great civilizations have arisen and blossomed from the soil of outright slavery. We forget that the mere unequal distribution of wealth, the mere lack of self-government, whatever form of political or economic injustice, has not sufficed to keep great nations from arising in the past and enduring for thousands of years. It is not inequality of wealth or political oppression as direct causes which have wrecked the great nations, from ancient Egypt to 17th century Spain or 20th century China. All these nations have been great because they, as we, discovered some kind of gold mine, and mined the gold, and purchased leisure and opportunity for at least a part of the population; and still we have not reached the critical reason why great nations have been great or why they have ultimately fallen. The greatness of nations has grown from the wise utilization of the leisure and opportunity which their material achievements have purchased for them. In other words, nations have blossomed or perished according to the use they made of the leisure time of the people, whether embodied in a ruling leisure class of priests, scholars or feudal lords, or whether, as in a modern democracy like Denmark, embodied in the leisure time of the whole people.

We have today in America more leisure time than we have proved ourselves able to use well. We are getting more leisure time constantly for more of the people. Let us hope that we may, as ancient Athens did, use leisure time to create great ideals, great loyalties, great power; let us hope that we may not, as Rome did, dissipate our leisure time and corrupt not only ourselves but the whole world.

CONSERVATION OF LEISURE TIME

The problem of the 20th century is not the creation of wealth. The achievements of the 19th century have insured this result. It is not the distribution of wealth or the conservation of natural resources. These results we cannot have until we have an educated people. The 20th century problem is the conservation, which means the utilization of the leisure time of the people, for only in this way shall we get an educated people, and only through an educated people can we hope to secure economic justice, responsible political freedom, or the conservation of the resources of the earth. Thomas Jefferson said: "If a nation expects to be free and ignorant in a state of civilization, it expects what never was and never will be."

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This, then, is the problem of conservation which concerned statesmen of the earliest nations on our planet, and which confronts the thinker of today. We cannot humanize or broadly educate our people during the hours of machine industry which are the working hours. Only through their leisure time can we educate them, nor can we educate even the child during those school hours when we are training him for mere economic productiveness along lines of individualistic advantage. Even the child must be humanized and broadly educated and prepared for citizenship in his leisure hours. Only in leisure time can the family life be lived at all. So our problem is the old problem and the new one—the conservation of leisure time, the conservation and utilization of those forces which come into control with men, women and children during their leisure hours.

What are these forces? They are the spontaneous instincts, interests, passions, social demands—they are the emotional nature of man, as distinct from the purely intellectual nature which is in control during the productive working hours. Even economic production is simply an elaboration of material goods to satisfy desire. Desire is a product of education and essentially a product of leisure time, experience and influences.

LEISURE AND THE EDUCATION OF THE PRODUCER

With progressive civilization, desire becomes more complex, more refined, more spiritual, and the product which it demands requires a more and more highly educated, a more and more highly psychic producer. Therefore, we must supplement machine industry with a truly educated workman. Through leisure time, and the interests and activities of leisure time, and through these alone, can we produce the educated workman, who, in his turn, can produce the goods which a civilized people demands in order that its desires may be fulfilled. Taken from whatever point of approach, the purely economic process is intimately dependent on the social demand, which is a leisure time matter, and on the broadly human education of producers, achievable only in leisure time. Preoccupied as we are with mere economic results, it is as though we were deeply concerned with the propeller and rudder of our ship of civilization and were ignoring the furnaces and the pilot. Only in leisure time can we reach, understand, or improve either the furnaces or the pilot of our ship of state.

Conserving the social forces through conserving the people's

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leisure time; this problem has its definite elements and its practicable solution just as truly as has the problem of conserving franchise privileges or coal mines or water powers.

Let us turn now from abstract statement to concrete instances. Let us look at some of the social forces.

GAMES TRAIN
FOR TEAM WORK

An instinct without which humanity could never have risen from savagery to our complex modern world, is the instinct of team-work. The team-work instinct is a true social force, which begins to develop in the average boy or girl at about the twelfth year. In urban life, in congested communities, this instinct makes its appearance two or three years earlier in line with the general precocity of city life. Most of the mental phenomena of what we call adolescence express themselves co-ordinately with the team-work instinct. The games of adolescence are team-work games. The Anglo-Saxon race plays more kinds of team-work games than all other races on earth; our people are psychologically distinguished among the races by their team-work instinct, expressed in play. Through the utilization of team-work, England has been the great colonizing nation and has been able to develop her government and her social methods to a very advanced point without military compulsion or a bureaucratic administrative system. It is a commonplace of educational science that the team-work instinct is not simply inborn but has to be developed and can only be developed through leisure-time activities. Now what of the conservation of the team-work social forces?

SOCIAL CENTER SAVED
THROUGH APPEAL
TO THE GANG

I know a neighborhood in New York City where team-work, as manifested in the criminal gang and political spoils organization, is a dominant social force, and is strong enough to corrupt the youth long before they reach puberty, and strong enough to debar from that neighborhood most of the ameliorating influences of twentieth century America. In that neighborhood—a settled Irish neighborhood dating back fifty years—the physique of the tenement dwellers is degenerating; profoundly immoral and unsocial traditions are being grounded deeper and deeper with each passing year. This neighborhood is growing to resemble a London slum district, and with each year the gang spirit, whether in criminal gang or political organization, becomes more unsocial, more inimical to all the socializing agencies which try to

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penetrate that neighborhood from the more enlightened parts of the city.

This is a destructive view of the team-work instinct. What is the team-work instinct good for when society knows how to use it?

Well, in that same district I know of a moving picture show, which occupies the magnificent building, erstwhile a social settlement that cost nearly a half million dollars, now a vacant building, because the gang spirit of the neighborhood would not tolerate the intrusion of uplift work. This show had stormy days when it began business a year ago, but the proprietor hunted out the leaders of a gang noted in New York police annals, and now that gang guards the show, keeps perfect order, takes positive pride in this friendly institution which knows how to work with the people instead of against them. There had been moving picture shows in that neighborhood before; every one of them had been broken up through carefully organized disorder. Now the show proprietor, who understands that the gang spirit is a social force, is doing such a fruitful business that he has opened another theatre next door, and I believe he is negotiating for a third. He brings to that neighborhood through his show many educational influences, not only good pictures but good music and songs, a higher standard of sanitation; most of all he offers to the team-work of that neighborhood something really constructive to do.

In Chicago I am well acquainted with a small park operated as a recreation center, where the gang spirit has been placated, domesticated, and tied up with an important educational work under municipal auspices. That small park, in a tough neighborhood, rules itself through leadership the neighborhood provides; its policy is dictated by the neighborhood through its volunteer organizations; its drama, its music, its dance, its pageants, its field sports, are neighborhood enterprises in the main. Team-work, which had been a force toward steady degeneration in that Chicago district for ten years, has been turned into an indispensable agent in the creation of a higher society.

Let us pass on for a moment to look at some other social forces which our nation must conserve or waste.

USE OF LEISURE
TIME BY THE CHURCH

Religion, during the greater length of human history, has been the strong social bond, the repository of race ideals, the grand communal expression of man's emotional nature. Most of

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the wars, in the olden days, were holy wars; most explorations were missionary ventures—whether Jason's pursuit of the Golden Fleece, before the dawn of history, or the voyage of Columbus, a religious ecstatic patronized by a great religious queen. When Rome went to pieces, through the failure to give wise direction to its leisure time, the church universal and its earthly underlord, the feudal empire, took the chaotic races of Europe and moulded them into what we call modern civilization.

The church in history created the theatre; it created the dance; it created architecture; it lifted sex feeling from the natural plane to the loftier planes of romance, art and worship. What kind of social force is the church today? Is the church the great minister of the emotional nature of man? America must answer no. Man's emotional nature, in this country at least, is being ministered to by secularized and commercialized amusements.

The dance is no longer the hand-maiden of religion or of community art, but is under the ban of religion, ignored by the community, and has fallen from being an institution into becoming a dissipation.

RECREATION
COMMERCIALIZED

The theatre is no longer a moral agent of religion, as it was in Egypt, and in the middle ages, or a patriotic agent of the state as it was in Greece. The theatre is a commercialized institution, severed from the church, severed from the state, severed even from the public school, dominated commercially by New York City; and in New York City the traveling public, out for a good time, determines the character of the metropolitan theatre.

If we think it over we shall find that the emotional nature of our whole people on the social and æsthetic side is being ministered to at this day almost wholly by irresponsible, money-making agencies. Yet as we have seen already, the emotional forces are the real dynamics of humankind; through feeling mankind has always been led and through explosions of feeling all the great revolutions have come about; and through feeling mankind is degraded in those cases where society no longer utilizes the emotional appeal but leaves it to commerce as a means of exploiting the people. Should we not be horrified to learn that to every young wage-earning woman who patronizes the social settlements, the Y. W. C. A. and similar institutions in New York City, it is estimated that no less than twenty patronize the commercial dance halls? A condition like this means

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more than mere waste; it means lost souls, it means men and women deprived and turned into vampires and criminals.

THE SALOON
FOSTERING SOCIABILITY

The most diffused and universal of all social forces is simply the consciousness of one's own fellowkind, the desire to mix with one's fellows, to interchange views, to compete with them, to realize one's own nature through the reflection that we get from others. The simple instinct of sociability is a vast and enduring social force. Where is that instinct being satisfied in American cities today? At least in New York it is being satisfied mainly in saloons, as far as the men are concerned; and because saloons meet this need of sociability, they are a giant power in New York, and are the foci of the city's political life. But the saloon does nothing to organize the instinct of sociability save along one line, a political line, and of necessity the result is spoils organization in the political field. What kind of subject matter can we expect that our politics will have, when it is brewed and elaborated across the counter and in the back-room and in the overhead hallway of a saloon? What influence of the family penetrates there? What feminine influence, save the destructive influence of the street woman, penetrates there? Of the great concerns of our democracy, how many can find in the saloon a congenial atmosphere? The saloon is the conspirator of our democracy. How shall our democracy find not a conspirator but a friend? How shall we lift our democracy out of the saloon? We cannot blame the saloon, because if there were no saloons I don't know where the men would go to talk things over, at least in New York. The libraries are closed to them for public discussion, and the schools are closed, and our own investigations have shown that there simply do not exist meeting places even for a few-score clubs of young men who desire to talk about public affairs without being compelled to drink alcohol.

Is this instinct of sociability not a force that has to be reckoned with, that has to be conserved, that may, if left to mere commerce, become a flood that will drown or a plague that will slay? Have we not a true problem of conservation here?

RECREATION TEARING
THE FAMILY TO PIECES

Perhaps the ultimate social force is the institution of the family. We hear much about the various symptoms of the degeneration of the family. They are not the important symptoms; it may be a good thing that the birth-rate is falling off, and even the

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statistics of divorce contain much good mixed with the ill. The real family problem must be sought in that form of social organization which is typical of America today, all the way from the kindergarten to the workshop and the political forum. This organization is one that tends to split up the population into age groups and into groups that have common dominating interests, in such a way as to tear the family to pieces from the very start. What the school and more particularly the church once did for the members of the family is now left for the commercialized amusements to do. In former days the family had common enjoyments; there was a neighborhood social life, there were field sports in which the village joined, there was commemorative days, saints' days, harvest festivals, folk dancing and pageantry. The family went forth together and the family life was enriched, the family interests were expanded, the family unity was increased. Moreover, much of the industry of the earlier days was home industry. Now the factory breaks up the family; the school breaks up the family; the saloon draws the father away, the dance-hall draws the adolescent young man or woman; the young man has his predatory gangs, secret societies and lodge; the community isolates the child in all sorts of institutions including the public schools. The family remains to carry on certain biological functions of reproduction and nutrition, and still hands on from parent to child traditions of warm human responsibility and loyalty; but is not the family in desperate need of social aid, and must not this aid be given through leisure time social activities? We are still depending on the family to provide the emotional, the ethical and broadly human side of education for its members. The family cannot do this when everything that is interesting draws the members away from the family. Assuming that the family still does the humanizing work of society, the schools do not attempt to do this work. They do not teach ethics. They do not teach citizenship. They give little scope to the team-work instinct. They do not use art, even in its most potent form—the drama. And commerce does do all this and under conditions which do not upbuild society but rather tend to devastate it.

Perhaps I have succeeded in giving a clear idea of what the problem of conserving the social forces really is. Now for the practical conservation program of social forces.

It is clear that the community must extend, over the field of leisure time, both its police power and its right of eminent domain.

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Herbert Spencer was unquestionably right when he maintained that intellectual education—industrial, mercantile, literary, utility education generally—would be adequately provided by commerce even if there were no public education. Both the necessity of the individual and the necessities of industry would compel commerce to provide and the people to pay for utility education, and if the big industrial leaders were supervising our schools, and the people were paying personally and directly for their education, is it not possible that we would have a better education, of the pure utility sort, than we have now?

RECREATION CANNOT BE
LEFT TO COMMERCE

I think a corollary of Herbert Spencer's proposition is this: If utility education can be left to commerce, just so surely is it impossible and ruinous to leave leisure time to the exploitation of commerce. We cannot leave recreation to commerce. Commercialized recreation means dissipation; dissipation means that leisure time, no longer the great creative agent of society, has become a social destroyer instead. Commercialized recreation means saloons, it means the commercial dance-hall, it means the theatre dominated by financial speculation and the moving picture reduced to the general level of yellow journalism. This is a positive natural law; it must be so. It pays commerce to develop the purely sensational side of recreation, because in proportion as amusement becomes more sensational, the amusement seeker becomes more an habitue of it, and then commerce is in better position to sell its amusement, made unhealthily popular, to those various interests that desire to exploit the public. Among these interests are the spoils system of politics and the interests that are at work corrupting the youth for whatever purpose, including white slavery.

Moreover—in further illustration: It does not pay commerce to develop recreation in connection with useful instruction. If the people were fully self-conscious they would demand that recreation be tied up with education, but they are not self-conscious and they inevitably gravitate toward dissipation if they are systematically tempted that way. Further, you can have an educational recreation only when there are combined many forms of recreation under one roof, in one system. When we simply develop drink and casual social intercourse, as in the saloon, this cannot be made educational. When we simply develop the dance, without reference to art or serious discussion, we get the form of dance that tends steadily

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toward vulgarization and toward the losing of the more beautiful dances, which are folk dances, involving the co-operation of many dancers. By this process the dance-hall in America has reduced the dance, with its rich repertoire of beautiful and significant movements, to the thing we are reading about in the newspapers under the name of "turkey trot" and "grizzly bear." Equally so with the theatre. When the theatre is developed, as it is in America, merely as a form of entertainment giving the people thrills, with no output of effort on the part of the audience, and with no definite constructive object, then the theatre becomes a method of disorganizing the public and weakening the will of the individual theatre-goer. To make recreation educational we must integrate the various forms of recreation so that the individual will be active, creative, while he is enjoying himself; so that he will enjoy himself co-operatively with his fellows; so that he will enjoy himself in the atmosphere that is suggestive of good citizenship.

Commerce wants none of these desirable things, not because commerce is consciously evil in its intentions, but because commerce wants immediate money-making returns, and the way to get them is by encouraging dissipation and by breaking up amusement into various over-emphasized special forms, where the people who pay for the amusement have to do very little work. We cannot leave leisure time to commerce unless we make our mind up to the progressive waste of leisure time, which means a sacrifice of the greater part of our educational purposes. We must, moreover, make up our minds to having our politics corrupt through unholy alliances with evil institutions that provide for the people's leisure time. And we must make up our minds to the progressive degeneration of family life, because commercialized amusement provides no place for common family enjoyment.

There is our problem; here is our solution:

EXTENSION OF POLICE POWER (1) The community must extend its police power over the commercialized amusements. After a fashion the community already regulates its amusements. Perhaps it prohibits them entirely, as some of our states do with the saloons, in order that the saloon may retire under cover, out of reach of regulation. Perhaps the community regulates its saloons, as we do in New York, through laws which seem designed partly to be violated, with incidental graft, and partly to hold the saloon down to the limited function of selling liquors and purveying

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politics to the man apart from his wife and children. Here the community needs not to extend but to rationalize its police work. It is truly remarkable that no American community has as yet experimented in the regulation of saloons in such a way as Scandinavia has experimented with the Gothenberg system. Scandinavia proceeded, by graduated license fees, by exemptions granted under certain conditions, by various methods of penalization and encouragement, to diminish the sale of highly alcoholic drinks in favor of light drinks, and thence to diminish the consumption of alcohol in any form in favor of the sale of non-alcoholic beverages; furthermore, Scandinavia penalized the saloon which was merely a saloon, and granted privileges to the saloon which was an entertainment center for the whole community.

Into other fields we have not even extended our police power, wisely or unwisely. Most American cities do not regulate their dance-halls in any way whatever. They do not license them; they tolerate the illicit sale of liquor on the premises; they tolerate the plying of nefarious forms of sexual traffic in connection with their dance-halls.

So with the moving picture theatre. America has fourteen thousand picture theatres, and five million Americans patronize them daily. No city has yet worked out a constructive method of regulation for picture theatres. In New York today we are regulating our motion picture shows under a law framed about the time of the Civil War to regulate fortune tellers and snake charmers. In addition, we have "side-swiped" the motion picture problem, so to speak, with some building laws framed before there were any motion pictures, which have compelled the construction of diminutive, ill-ventilated, generally unwholesome places. We have about 800 of these establishments in New York, with a daily patronage of half a million people and perhaps forty thousand children who go in violation of law. Not for a moment would I claim that the motion picture is not doing a great good. It is a vast educational force in this country—even in New York. What one cries out against is rather the neglect of community duty, and the consequent waste of opportunity through failing to recognize that our police functions reach out over the places of public amusement.

MAKING THE
SCHOOL A LEISURE
TIME INSTITUTION

(2) What of the great constructive side of the relation of the community to leisure time? Though not a socialist in some other particulars, I am entirely a socialist when it comes to

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the municipal ownership and operation of amusement places. During most of history the amusement places have been under the community's control, whether represented by church or state or by folk tradition. The commercialization of amusement is a new phenomenon in the world's history and has grown out of the great crowding in of people to industrial cities, where leisure time had to be used somehow and the community, through its public machinery, offered no opportunities.

Once, during Roosevelt's presidency, Gifford Pinchot challenged the country's attention by offering to lend several million dollars to the government, if the government would let him spend it in rational forestry methods, and he would repay himself out of the earnings. Just so today, if there were a Roosevelt and a Pinchot of social conservation, they might startle the country by announcing that billions of dollars in value of public property is today lying idle which could be operated at a positive profit by the community for recreation purposes and the people would get ten-fold what they now pay for in the commercial traffic of recreation.

These public properties are mainly our school buildings. The school building lies idle more than half the day. Through devoting itself simply to the utility education of children apart from their families, the school has become a cloistered institution and has forfeited most of its more essential educational value. Furthermore, through depending on its compulsory attendance law to secure patronage, the school has placed the community in a position where it has to pay, and pay enormously, with no direct economic return, for the luxury of public education.

But let us develop the school as a leisure time institution, and immediately the school will have to find out how to be interesting. It will have to appeal to the spontaneous interests. It will have to appeal to the family group. Let us realize that the people are today paying vast sums for poor commercialized amusement. There is no more reason why moving pictures or the dance or social intercourse should be the property of commerce to exploit, than there is in the case of the public libraries. There is more reason why the community should provide moving pictures, the dance, and social intercourse than there is reason why the community should provide public libraries. Books are available to anybody; anybody can buy the book he wants; anybody can get the objectionable book even if the library has excluded it from its shelves. But only through col-

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lective effort can we have the kind of moving picture we want, or the dance, or place of gathering for social intercourse. Government aims to do those things which require collective effort and which are better done through the collective effort of government than through the collective effort of sheer commerce. Here is a correct, an inevitable field for positive government.

A NEW
EDUCATION

The great solution of the social conservation problem is to be found in the radical re-orientation and vast development of our system of public education. The development will be revolutionary, for it will mean that we will have to base our education on the spontaneous interests rather than on the fear of poverty, on individualistic competition and compulsory attendance. What vistas open as one thinks of a system of public education which has learned from commercialized amusement how to be interesting, and which has, as its guiding star, the conception of spontaneous education and of a developing spirit of sociability and of enthusiastic citizenship! A system of education which does not help industry and commercialized amusement in their fearful work of disrupting the family, but which instead reaches the family as a group, enlarges the scope of the common family interests, enlarges the opportunities which the family as a unit may seek day by day! A system of public education to which, as to the picture shows, five million of the most impressionable people of our country will flock daily, yea, will pay for the privilege of going! A system of public education that will aid the public in carrying out the great primary social function of public discussion, and will take politics out of the saloon and place it close to the fountain-head of social ideals, which must always be the public school system. This idea is not theoretical. Its beginnings have been seen in Rochester; three state universities—Wisconsin, Kansas and Texas—have undertaken to promote this idea through their extension divisions. In New York, intensive experiments are now being carried out to prove and test the idea. Houston, Texas, is constructing five school buildings built for unlimited community use along the line of leisure time activities. Chicago has developed a chain of small parks, which are in all the essentials public schools, which from the standpoint of beauty, economy, and intensive efficiency are ahead of any similar undertakings in the world.

A French poet, ill and weary, looking backward to ancient Egypt, where for five thousand years the leisure time of the people

AVAILABLE PLAYGROUND WORKERS

was made beautiful, peaceful and happy through a great system of privileged education and public religion, and then looking out on the desert of Europe, as it seemed to him, where the waters of inspiration were sunk amid soulless industrial operations, cried out: "Who shall again set us adrift on that Nile!"

A VASTER NILE We need raise no such despairing cry. A vaster Nile is before us; the ship is prepared; we are already adrift on our Nile.

AVAILABLE PLAYGROUND WORKERS

The following list contains the names of persons who have indicated to the Playground and Recreation Association of America that they desire to engage in playground work. A brief statement is given in each case in regard to training and experience, and the names of people who are acquainted with them and their work.

* Indicates that the applicant desires a position as supervisor.

† Indicates that the applicant desires a position for the entire year.

Arms, Grace C., 1618 Beverly Road, Brooklyn, N. Y.

Training: Graduate high school and Kindergarten Normal Training School with year's practice work.

Experience: Kindergarten, one year.

References: Dr. James C. Jones, 230 Classon Ave., Brooklyn, N. Y.
Miss Anna E. Harvey, Adelphi College, Brooklyn, N. Y.

* Banker, Carolyn E., 773 State St., Schenectady, N. Y.

Training: Graduate high school and Kindergarten Training School.

Experience: Teacher, six years; playground director, five summers.

References: Miss Evanetta Hare, Troy, N. Y.
Supt. A. R. Brubacher, Schenectady, N. Y.

† Bradstreet, Annabel, Oberlin, Ohio.

Training: Graduate Oberlin College and Teachers' Course in Physical Training.

Experience: Playground director, two summers.

References: N. C. Seuss, Playground Supervisor, Cincinnati, Ohio.
Dr. Fred Eugene Leonard, Oberlin, Ohio.

Brett, Amy, 500 East 163d St., New York.

Training: Kindergarten and sewing courses.

Experience: Kindergarten, five years; settlement work.

References: Mrs. S. F. Hallock, 35 East 65th St., New York.
Mrs. F. C. Bursch, Riverside, Conn.

*† Childs, W. L., Kenilworth, Ill.

Training: Graduate, normal, business, and Y. M. C. A. Training School; University of Chicago, three years; Lake Geneva Y. M. C. A. Training School, three summers; Yale University, one summer.

Experience: Teacher of athletics and gymnastics, twelve years; director of athletic park in Chicago, one year; employed on Chicago playground, one year.

References: Henry E. Brown, Kenilworth, Ill.
E. B. DeGroot, South Park Commission, 57th Street and Cottage Grove Ave., Chicago, Ill.

AVAILABLE PLAYGROUND WORKERS

† Coldren, Fanny A., Topeka, Ind.

Training: Graduate high school; Normal School, two years; special course physical training and playground methods.

Experience: Teacher, one year; practice teacher physical training and gymnastics, thirty-six weeks.

References: Prof. W. P. Bowen, Ypsilanti, Mich.
Miss Elta Loomis, Ypsilanti, Mich.

Fürer, Godfrey E., Sheboygan, Wis.

Training: Graduate high school; Lawrence University, one year.

Experience: Clerk and stenographer, railroad offices, eight years; religious work with young people, twelve years.

References: Frank Jensen, 1116 Grainger St., Fort Worth, Texas.
Dr. Samuel Plantz, Appleton, Wis.

Gallagher, Sara I., 874 Branch Ave., Providence, R. I.

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References: Dr. Wm. Skarström, Columbia University, New York.
Supt. Matthew Adams, Children's Aid Society, New York.

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References: John P. Haggerty, 9 Mattoon St., Springfield, Mass.
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Agnes L. Dwight, City Librarian, Appleton, Wis.

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Experience: Director playground, two summers. Boys' camp, one summer. Physical director, two years.

References: Dr. J. H. McCurdy, Training School, Springfield, Mass.
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Training: Graduate college and Physical Training Department, 1912.
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References: Rev. C. W. Harris, Bismarck, North Dakota.
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Experience: Physical director, two and one-half years.
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References: Dr. E. H. Arnold, 307 York St., New Haven, Conn.
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References: Dr. A. W. Dunning, 803 Lowry Bldg., St. Paul, Minn.
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Training: College, four years.
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References: P. K. Holmes, Y. M. C. A., Mexico City, Mexico.
J. A. Garvin, Hull House, Cleveland, Ohio.

VanMeter, Sarah S., Kentucky Ave., Lexington, Ky.

Training: Graduate high school and college. Courses manual training, basketry, clay modeling.
Experience: Teacher, two years. Playground director, one summer. Mountain settlement work, five summers.
References: Miss Rena D. Hanna, East Maxwell St., Lexington, Ky.
Dr. Irene T. Myers, Lexington, Ky.

* VanVelsor, Harry A., White Plains, N. Y.

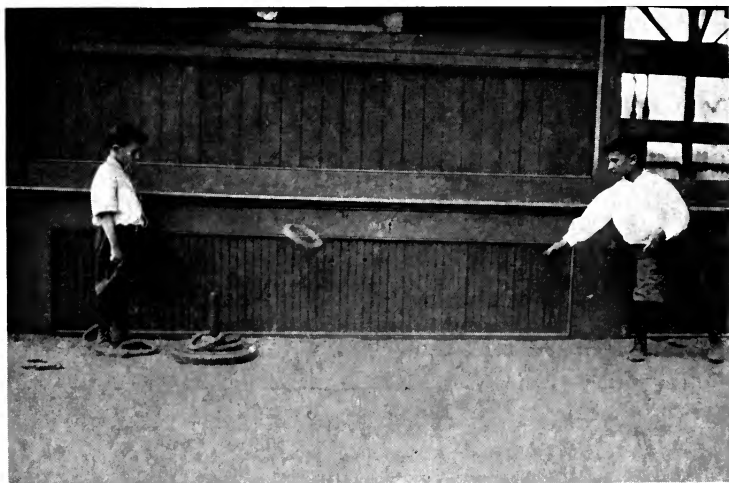
Training: Graduate high school and Springfield Training School, including playground course.
Experience: Y. M. C. A. physical director, four and one-half years. Playground director, three summers.
References: H. A. Allison, Supt. Playgrounds, Buffalo, N. Y.
Dr. J. McCurdy, Springfield, Mass.

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July, 1912

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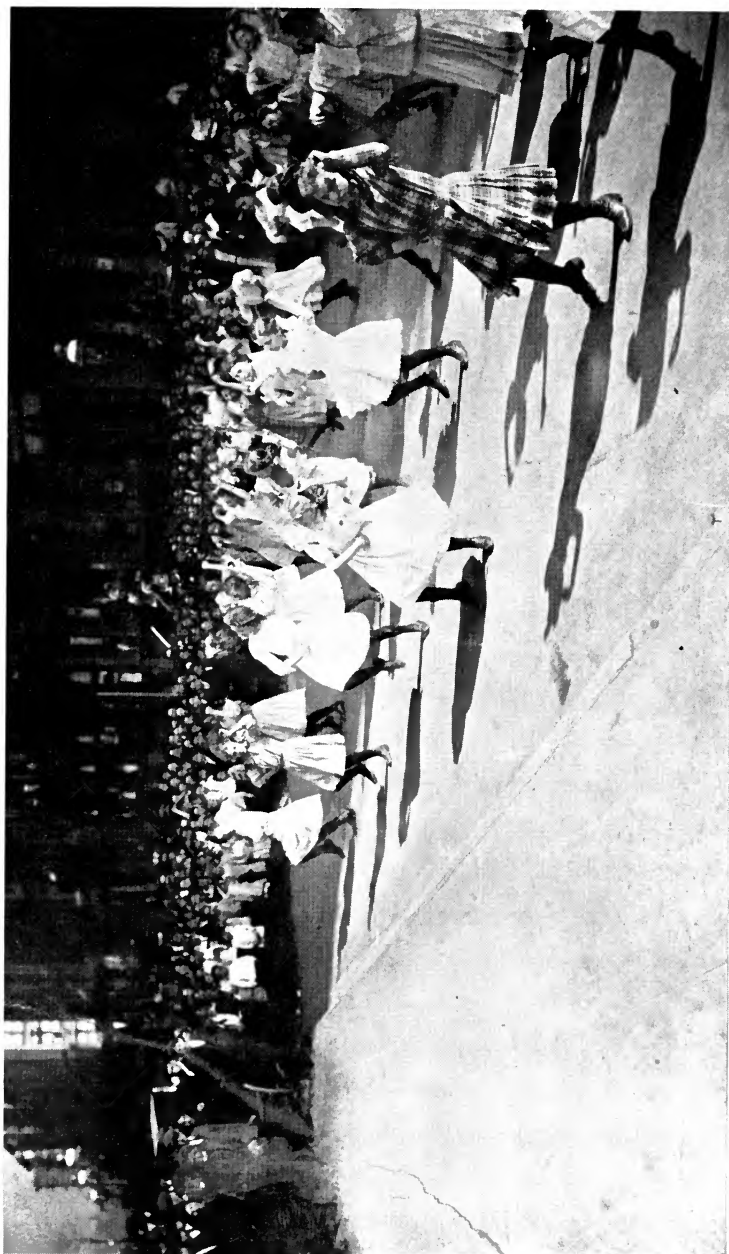
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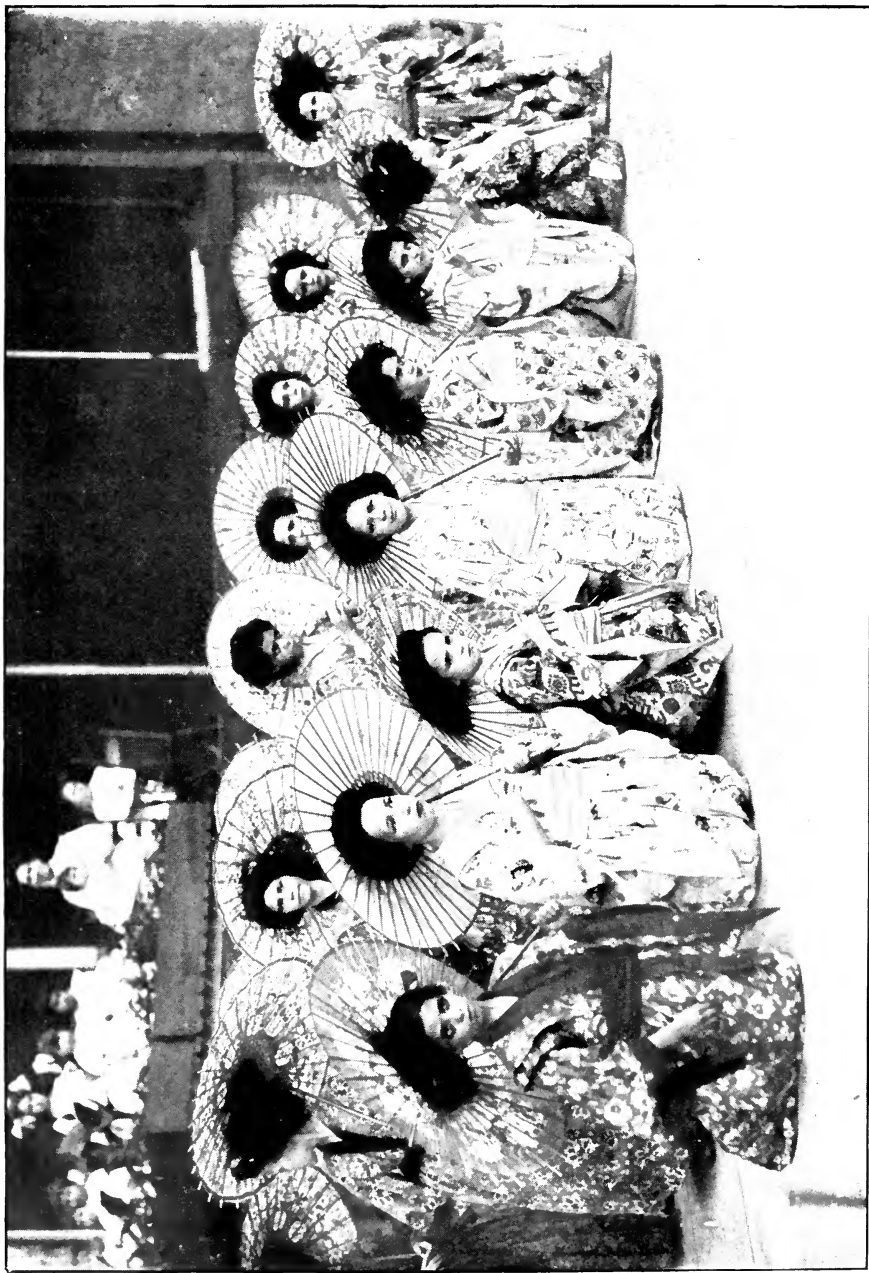
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L. W. Hine

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PLAY AS A MORAL EQUIVALENT OF WAR*

GEORGE E. JOHNSON

Superintendent Pittsburgh Playground Association, Pittsburgh, Pennsylvania

DOES PEACE
MEAN DEATH? In "Crown of Wild Olive," John Ruskin says of war :
"It is the foundation of all the high virtues and faculties of men. It was very strange for me to discover this ; and very dreadful, but I saw it to be quite an undeniable fact. The common notion that peace and the virtues of civil life flourished together, I found to be wholly untenable. Peace and the *VICES OF LIFE* only flourish together. We talk of peace and learning, and of peace and plenty, and of peace and civilization ; but I found those were not the words which The Muse of History coupled together ; that on her lips the words were, peace and sensuality, peace and selfishness, peace and corruption, peace and death. I found, in brief, that all great nations learned their truth of word and strength of thought in war ; that they were nourished in war and wasted in peace ; taught in war and deceived by peace ; trained by war and betrayed by peace—in a word, they were born in war and expired in peace."

IS IDEALISM
BACK OF WAR? The Very Reverend F. W. Farrar, Dean of Canterbury, in "Imperialism and Christianity" says, "War in any just and holy cause is not only defensible, but a positive duty," and quotes Wordsworth (not necessarily with full approval) :

That God's most perfect instrument,
In working out a pure intent,
Is man arrayed for mutual slaughter,
Yea, Carnage is his daughter.

Tolstoi, stirred by the Czar's manifesto, exclaims in "Delenda Est Carthago": "Those Christians, good, sensible and enlightened, who consider murder a frightful crime, none of whom, with rare exception, would harm an animal, are, however, the same men who, when murder and crime are called war, not only recognize destruction, pillage and assassination as just and lawful, but contribute to these thefts and massacres, prepare themselves for it, participate, and glory in it."

* Reprinted from the *American Physical Education Review*, May, 1911

PLAY AS A MORAL EQUIVALENT OF WAR

The editor of the *Spectator*, commenting on Tolstoi's denunciation of war, says in substance: "The pacifist is wrong. He is, after all, the real materialist. It is idealism that is back of war. Nations have old beliefs and loyalties, love of home, religion, patriotism, justice, mercy—it is for these they fight. War is the nation's struggle to attain its ideal. War can be banished only by debasing human nature."

"History is a bath of blood," says Professor James. Others tell us that the history of the world is largely the story of nations that waxed strong, reached the height of their glory, grew soft, then fell from their exalted places among the peoples of the world. This decay of nations has seldom, if ever, shown itself first in the peaceful achievements of art, of science, and of trade, but in its fighting strength. In its last analysis this fighting strength lies in the quality of manhood that makes up the rank and file of the nation's people. That the days of the military standard of supremacy have not yet perished from the earth is only too evident. That the danger of national degeneracy is present to-day in every nation of the earth, in our nation, every thinking man well knows.

This was the substance of Theodore Roosevelt's address on "The World Movement" at the University of Berlin last spring. It is the keynote of the claim of the militarist who sees in war the only hope of perpetuating the virility of nations. The late Professor James in an article in *McClure's Magazine* for August, 1910, on "The Moral Equivalent of War," stated fairly and admirably the militarists' position somewhat as follows:

WAR AND
HEROISM "War provides opportunity for the steeps of life. It saves from flat degeneration. War alone can stir humanity to its depths. War is alike good for the victor and the vanquished. It preserves the ideal of hardihood. We need therefore to keep military character in stock. War, as nothing else can, searches out and makes trial of fidelity, cohesiveness, tenacity, physical vigor, conscience, heroism. War becomes, therefore, in the mind of the militarist a biological or sociological necessity, a permanent human obligation, a measure of the health of nations, the supreme theater of human strenuousness."

Never before in the world's history has so much been written about war as is being written to-day. Never before were millions given in the cause of peace. The Czar of Russia invites the nations

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of the earth to a peace conference and pursues his military policy in the Far East. Roosevelt is awarded the Nobel prize for pre-eminent achievement in the cause of peace and remains the leading exponent of imperialism in our land. The flower of nations gather at The Hague in the name of universal peace and governments at home increase with unprecedented speed the armaments of war.

HOW MAINTAIN PEACE
WITHOUT NATIONAL DEGENERATION

Can we who wish for universal peace on earth and good will to men, whose hearts are with Tolstoi, whose convictions are with Farrar, who count Ruskin as one of us, who believe that Roosevelt is right, can we find in these conflicting, perplexing ideas a thread of consistency, a ray of hope? It seems to me we can.

Are not most of us agreed at least in this? Honor is more than life; progress is worth the price of blood; the world's dearest possession is manhood. Doubtless most of us will agree with Professor James when he says: "I do not believe that peace either ought to be or will be permanent on this globe unless the states pacifically organized, preserve some of the old elements of army discipline." "A permanent peace economy can not be a simple pleasure economy. We must make new energies and hardihood, continue the manliness to which the military mind so faithfully clings. Martial virtues must be the enduring cement. Intrepidity, contempt of softness, surrender of private interests, obedience to command, must remain the rock upon which states are built, unless, indeed, we wish for dangerous reactions against commonwealths fit only for contempt and liable to invite attack whenever a center of crystallization for military-sided enterprise is found anywhere in the neighborhood." But is it impossible to conceive of a universal peace and good will to men in which there can remain all we have gained and more to be added of bone and sinew, of hardihood and heroism; of strength and sacrifice, of love and ideals?

SUBSTITUTE
FOR WAR

It may seem strange at first that one could seriously offer play as a solution of the most serious problem the world has yet faced; that for war, which has been the one thing only serious enough to stir humanity to its very depths and cement a whole nation in one common and imperishable purpose; that for war which as an idea so holds nations in its power that they cannot escape from its impress and become as men

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hypnotized and can not but enter into war whether they will or no; that in the place of war one could seriously offer play as a means of perpetuating hardihood and heroism and cementing mankind in any great and unifying purpose may, I say, seem strange. And yet this is what it seems to me reasonable to do.

PLAY THE CHILD OF WAR And it is because war has played so great a part in the progress of the world and has developed in men the heroic qualities we would not see perish from the earth, that play can offer this hope for the world. Play is the child of war, and in its nature has inherited through succeeding generations the essential qualities of its ancient mother. If we could catalogue the powers, the qualities, the ideals developed and perpetuated by war, it would be easier perhaps to see how true it is that play is the child of war and how it is that in play as in war these powers and qualities and ideals are developed and perpetuated in the child.

War began æons before human armies were ever gathered together. The story of evolution is the history of this war. In the struggle of life upwards on the earth there has been unceasing and relentless war in which only the victors have survived. And when the stage of man was reached, the war continued unabated against matter, against weakness, against nature, against seasons, against animals and finally man against man; and always in accord with the will to live, an inner impulse towards life and yet a higher life. It would be natural enough then to take as one of the fundamental qualities developed and perpetuated by war, pugnacity, the will to fight, to overcome.

THE FIGHT-ING INSTINCT Pugnacity appears early enough in infant man to satisfy the most ardent militarist. How often the enraged infant smites with his chubby hand the smiling face of the mother who would woo him back to good nature with her kisses. To leave two strange young babies unattended among the toys in a nursery would, I am afraid, soon cause the air to be filled with shrieks, the floor to be scattered with baby tresses, and wet with baby tears. The annoyance of the household is the "scrapping" of children (even of girls) and the quarrels of child friends well nigh outnumber their gifts and their endearments. I watched the other day two young girl chums going to school. At a distance one could easily discern that there was

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trouble; the tossing of heads, the expression of faces, the posture of bodies, the stride of feet, the visible clatter of tongues and lips made a pantomime more easily interpreted than those of moving picture actors. Only a few days ago a serious fight occurred in a Pittsburgh trolley car over the passing out of a woman with a baby in her arms and eleven persons were more or less seriously injured. Recently at one of Pittsburgh's social settlements a little Italian boy scarcely tall enough to look onto a table without standing on tiptoes said to the director: "Italian boy toughesta kid. He carry a knife." Two young boys were fêted the other night by a grandmother. They returned home in high spirits. One of them said to his father: "We had a bully time. She told us after dinner we could do anything we wanted to and so we had a fight."

Indeed, the impulse to combativeness has already been developed sufficiently in the human race, once and for all time. To quote Professor James again: "In many respects, man is the most ruthlessly ferocious of beasts. We, the lineal representatives of the successful enactors of one scene of slaughter after another must, whatever more pacific virtues we may also possess, still carry about with us, ready at any moment to burst into flame, the smoldering and sinister traits of character by means of which they lived through so many massacres." Those who fear that the fighting capacity easily dies out of a race, or who may point to China as an example, need only be reminded that there are no outdoor games in China, and that the nation most nearly resembling China is Japan, which for more than six generations enjoyed uninterrupted peace and then exhibited a fighting capacity that humbled a mighty power and startled and amazed the world.

FIGHTING INSTINCT PRESERVED WITHOUT WAR

Certainly war is no longer a biological or sociological necessity in respect to pugnacity. As raw material pugnacity is a drug on the human market. What this pugnacity needs now is to be directed, to be enlightened, to be tempered with those kindred qualities of insistence, perseverance, tenacity, pluck and will to endure, so that consecrated to some ideal, it will know no yielding while life remains. Out of this pugnacity may then come a power of conflict, a "fighting edge," a martial heroism transcending that of battle and of war, glorious as that may have been, a heroism of the martyr and of the cross, which consciously unites

PLAY AS A MORAL EQUIVALENT OF WAR

itself with the "pure intent" of the Almighty and shares in His invincible power. Out of the clay of the pugnacious play of children may spring the divine endeavor. We have only to know just how to take and mold the clay.

FIGHTING PLAYS
CONSERVE CAPACITY TO FIGHT

Let us examine some of the fighting plays of children which may serve the same moral purpose as war. In a sense, nearly all the active plays of children have an element of fighting in them. This is the war of infant humanity against the objects and forces of nature until they be subdued and become servants of his will and until also his own latent powers be thereby developed and strengthened. This is why the young child *will* struggle to his feet and try to walk in spite of countless bumps; why he will climb in spite of countless falls, and why he will tug at his cart until he can steer it clear of the obstacle in the way. The long fight of man with nature, the conquest of animal life, of land, wilderness, sea and air, has developed and maintained a capacity fundamentally pugnacious and daring. Since the recent death of two noted aviators, Johnston and Hoxie, the Wright brothers have had more than 10,000 applications from persons wishing to risk their lives in flight. The London *Spectator* says: "As long as human nature remains what it is and as long as man's attempts to control the great blind powers of the earth and sky are as bold as ever, the fear that without war the world will become a sort of vast hutch of harmless, gentle, highly intellectual and tender-hearted rabbits, is perfectly groundless!"

But when young Homo begins to feel his strength and his powers not simply in terms of bodily control and control of objects of nature, but in terms of his mates, then he matches his powers with the like powers of his peers in plays and games. Here we come to the period of real war, of human war. Some of the distinctly fighting plays are scuffling, crowding, pushing, wrestling, boxing; all manner of group games and contests, snowball fights, basket ball, football, and all plays and games into which personal encounter enters. To these should be added certain undesirable forms, such as teasing, bullying, hazing. In a sense also games of tag, racing, stunts, trials of strength, skill and daring belong to this class. In these fighting plays a great opportunity, an opportunity so far as fighting goes and the manly qualities possible

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to be developed from it which seem to me to equal, if not surpass, in educational opportunity for the individual, war itself. These plays and games, plus the impressionability and impetus of childhood and youth are more effective in determining character than actual war, which, with its maturer soldiers, must to a large extent use the moral qualities already available rather than develop them.

WAR VIRTUES DEVELOPED
EQUALLY BY PLAY

As I said, the instinct of pugnacity has already been sufficiently established in the race. We need now only to train it. Every boy should wrestle, box, and play all manner of games involving personal encounter and competition in speed, strength, skill, daring, etc. The office of these games, however, is not to increase pugnacity (anger, resentment. See James' *Psychology*), but to temper it, control it, direct it, while preserving the tremendous fundamental motive force that belongs to it. The fellow who comes up through wrestling, boxing, football, and the rest will never lack sufficient fighting instinct such as war appeals to. The only danger is that enough attention may not be given to the spirit with which he pursues these games, so that his pugnacity may apply in ways biologically and sociologically increasingly of higher and higher order. On pugnacity, on anger, on resentment, should be based perseverance against difficulties, tenacity of purpose, will to overcome, insistence on the right, until they become a rule of life in moral relations and problems. The reason why there is "dirty play" in football or basket ball is because the primitive pugnacity has not been sufficiently tempered, controlled and directed. I maintain that it is entirely practicable when boys play their fighting games to create an attitude of courageous trial, a contempt of softness, endurance, a sense of faithful adherence to rule and of resentment of unfairness and meanness, which will be applied more and more directly to the moral relations of life. This is the *raison d'être* of the fighting plays. Is a boy timid and unwilling to box? His courage should be stimulated. Are boys fairly matched? If not, what conscious attitude belongs to the larger and stronger and what to the weaker? When a boy gets a blow in the face perhaps more stinging than was intended or is getting the worst of it in the football line, how shall he come back at his opponent? Shall his primitive pugnacity hold

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COURAGE the ascendancy and anger and resentment arise in "bad blood" or shall the primitive motive force be controlled and directed toward increased effort in accord with genuine sportsmanship? These two types of reaction are clearly discernible in boxing and also in games of contest in general. Doubtless you recall the incident related by President Thwing. He says that one of the very best football players came to him and said that he must withdraw from the football team. His reason was that in the heat of the game he could not down the "bad blood" and was irresistibly tempted to some unsportsmanlike play against his

SELF-CONTROL opponent. A prominent social worker recently made the statement that he should not attend a certain important public conference, because, he said, if he did he would be sure to say things which he would rather not say. These men did not have too much pugnacity, too much anger, too much resentment; they did not have it properly trained. The advice to both was to get into the game, but to temper, control, and direct their pugnacity toward a higher and better expression.

And suppose a boy is defeated in a race or in boxing or a team loses the game or a school the championship, the attitude in defeat shows the fighting quality of a man quite as truly as the way he endured in the contest. The fineness of the fighter may show itself even better sometimes in defeat than in victory. He that ruleth his spirit is a better fighter than he that taketh a city.

MAGNANIMITY But victory too may sometimes test the fighting quality in a severer and higher way than the contest itself. The true fighter is more concerned in how he wins than in winning. "The brave can afford to be generous."

In the days of chivalry, in the tournament and the joust, the higher type of reaction in contest was a common practice, if we may credit accounts of these games. Was a knight unhorsed? The successful knight immediately leaped from his charger and resumed the contest with his opponent on foot on equal terms. Some years ago, the final set was being played for the world's championship in tennis by an Englishman and an American. At a critical point in a critical game the American made one of those unaccountable "flukes" sometimes made by the most skillful player, which placed him at a decided disadvantage. Immediately and

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voluntarily the Englishman made a similar bad play which put the two again on equal terms.

HARDIHOOD Out of this pugnacity, which is the basis of the martial virtues, develop contempt of softness, of pain, of fatigue; pluck, perseverance, insistence, or whatever term you may wish to use. The fighting plays and games afford abundant opportunities for training in these traits of character. For pure achievement of endurance, for plucky continuation in fatigue, I do not know that war can surpass the foot races. No one who has seen Dr. R. Tait McKenzie's models of the faces of fatigued athletes, will question the keenest agony with which they endured in the race. No soldier could endure greater extremes of fatigue and I even doubt if soldiers more than rarely, if ever, experience as acute fatigue as do athletes.

PHYSICAL VIGOR General physical vigor is a benefit claimed for war which so far as it concerns the nation's supply of able-bodied men may be open to question. So far as it affects succeeding generations, wars have necessarily depleted, not strengthened, the physical vigor of a nation. This is the contention of President Jordan, who says that it will take centuries for Europe to recover from the physical depletion caused by the Napoleonic wars and that our own nation is yet suffering in this respect from the effects of the Civil War. So far as the national ideal of physical vigor and hardihood is concerned, war is too remote an incentive to affect the growing boy and girl as do plays, games, sports and athletics. I must maintain that here play has a decided moral advantage over war.

HEROISM Heroism is claimed by some to be essentially a product of war. No one will deny the relation of war to heroism. But if one studies the phenomena of heroism, he will be convinced that war is by no means essential to the development, display and perpetuation of it. I think here we should notice two things. *First*, a man's courage, that is his habit of reaction in time of danger, is doubtless pretty well developed rather early in life, certainly, before the age of military service is reached. Hardly a day passes that does not record somewhere in our land an act of notable heroism by a child. Of 1163 records of heroism gathered by Dr. S. Weir Mitchell in a period of ten months through newspaper clippings, there were 717 cases which included no soldier, coast guard, policeman or fire-

PLAY AS A MORAL EQUIVALENT OF WAR

man on duty, and no mother acting for her children. Of these 717 cases of heroism, fifty-three were of children under fifteen years of age, and three of these were cases of rescue by boys five or six years of age. (Dr. Mitchell states that aside from these, he personally knew of six children from six to seven who had performed notable acts of bravery.) It appears then that heroism is common long before the age of military service and it may, with show of justice, be claimed that war gives opportunity for the display of heroism rather than develops it in those who do not already possess it. *Second*, some attempts have been made to study the psychology of heroism. It appears that the heroes who have risked their lives to save others from drowning or fire or accident can give no very clear account of how they felt or why they acted as they did, and often they are surprised to learn that they have done something heroic. They seem, in most cases to act without deliberation and from an almost instinctive impulse. Since this is so, I wish to point to an interesting analogy in play. Our competitive games, like baseball and football, particularly, develop in the players almost instantaneous and accurate motor reaction to situations, as in running and sliding to bases, throwing to bases, double plays, tackling, falling on the ball, dodging and the like. This puts the boy's nervous and motor mechanism into just the condition psychologically in which some incident finds its hero.

If we are to make heroes it is right here in the impressionable age of games that we can most successfully predispose mankind to heroic action. The motto of the policeman, of the surfman, of the fireman, is "Be ready." These games are essentially a continual trial of readiness. Whenever the muscular and nervous mechanism, trained in this way, is swayed also by a conscious ideal, heroism is its surest and most natural reaction whenever occasion arises.

War calls for sacrifice. Naturally the games
SPIRIT OF SACRIFICE of boys rarely call for sacrifice comparable to that of war and yet they call for a kind of sacrifice perfectly analogous to it. There is the subordination of self to the general purpose, which Dr. Gulick so notably sets forth in his study of group games. There is inconspicuous and hardy endurance, sometimes painful injuries, a broken member, and, unfortunately, sometimes loss of life. But in the development of the ideal of

PLAY AS A MORAL EQUIVALENT OF WAR

team work, of self-subordination, of co-operation, lies the very essence of the spirit of voluntary enlistment and sacrifice in war. So long as our youth are trained in the school of our great co-operative games, there can be no degeneracy in the essential spirit of the volunteer soldier, which has always characterized the American people.

OBEDIENCE Obedience is another virtue developed by war. It is essentially the mark of a good soldier. It is the mark also of a good football or baseball player. In the voluntary obedience of boys who make up a 'varsity team, in their lending of themselves to a common ideal, is something very similar to the quality of obedience of the volunteer soldier in the day of his country's need. If there are boyish breakings away from orders and training when off duty, it may with equal truth be said that there are also excesses of soldiers and sailors when off duty, and frequent disregard of civil law and observances has characterized the soldiery of every nation. The severe and enforced discipline of military service can hardly compare as an ideal of obedience with the voluntary submission and self-subordination to the good of the group or to an ideal in time of peace.

LOYALTY War cements a nation, clarifies a national ideal, brings common hopes and fears, gives cohesiveness, tests fidelity and loyalty and involves all in some great and common destiny. Games are not conducted on such a scale. Here we have, it seems to me, about the only respect in which play cannot serve as well as war. And yet on a lesser scale, play does exactly what war does on a larger scale. Nothing so cements a group of boys, a class in school, an entire school or college, as its competitive games. As I said, play is war in recapitulation, and develops and perpetuates all the essential virtues of war. And it may with some justice be claimed that, after all, cohesiveness, common purpose, loyalty, precede and make successful war possible, even more, perhaps, than they follow and are a result of it. This sense of "belonging to a collectivity" that makes possible concerted action on a large scale is best developed in youth through games.

PLAY, WHILE PRESERVING WAR CAPACITIES, DIMINISHES BELLIGERENT SPIRIT Therefore it seems to me that play offers a new and great hope for the peace of the world. As I have stated elsewhere, many active

PLAY AS A MORAL EQUIVALENT OF WAR

games of boys and girls possess some element which originated in the age-old life-and-death conflict; many informal plays of children are founded upon some primitive contest over nature. It suggests a very optimistic view of human progress to learn that the fierce passions and agonizing struggles involved in life-and-death conflicts of ages ago have bequeathed to our children impulses to activities mutually healthful and joyous to all participating in them. I used to wonder how wild animals, or young dogs, could play, could growl and bite and roll together on the ground in mock battle and not have aroused in them the rage and lust for blood that stirred their ancestors. It is quite in keeping with the beneficent and refining process of nature that the very joy of exercising awakening powers or instincts should swallow up in good nature the inherited memory of ill will and destruction. From this we get a hint of the process of nature which tends in each successive generation to conserve the essentials of previous generations and in a somewhat higher and nobler form. Play preserves, purifies, perpetuates, the martial capacities, while it diminishes the belligerent spirit. It can insure to us the benefits of past wars, while it takes away the moral necessity of future wars. In a word, if we wish to retain our nation's martial capacity, our "fighting edge," in case of necessity, but not the militant spirit in case of no necessity, the best and surest way is through play.

PLAY LEADERS,
LEADERS IN MORAL WARFARE

Do not think it extravaganza when I say that you physical training teachers and play leaders have a moral vantage ground to which all the glorious events of the past of the race contribute, a vantage ground greater than any possible future event or war in this generation could provide. You hold the biological vantage ground to morality. You might stand with ministers and prophets. You have the racial call to preach and the Creator's eternal summons to prophesy in terms of manhood for the good of the race.

The teachers of Athens were to a notable extent physical training teachers and play leaders. And these teachers and play leaders must have recognized that they were essentially moral teachers also, for a recognized end of the Athenian education was manhood. When the Greek youth came up for his final examination at the end of his schooling, the examination was in manhood

PLAY AS A MORAL EQUIVALENT OF WAR

(δοκιμασία εἰς ἄνδρας) and the degree conferred was that of man (ὁ ἀνὴρ) a term synonymous with hero. Only those who passed this examination and upon whom was conferred this degree were ever addressed in public as "Men of Athens," "Citizens of Athens." When a Greek youth took the oath of citizenship, he stood in the temple of Aglauros overlooking the City of Athens and the country beyond and said: "I will never disgrace these sacred arms nor desert my companions in the ranks. I will fight for temples and public property both alone and with many. I will transmit my fatherland not less, but greater and better than it was transmitted to me. I will obey the magistrates who may at any time be in power. I will observe both the existing laws and those which the people may unanimously hereafter make. And if any person seek to annul the laws or set them at naught, I will do my best to prevent him and will defend them both alone and with many. I will honor the religion of my fathers, and I call to witness Aglauros, Enyalios, Ares, Zeus, Thallo, Auxo and Hegemone."

History records no finer conception of citizenship or of soldiery than that expressed in the "Oath of Solon." From the games of palæstræ and gymnasia the Greek youth passed to soldiery and to citizenship.

WAR NO LONGER NECESSARY;

PLAY IS

To sum up, we grant that war has been a biological and sociological necessity; that it has had its great part in human progress, that it has developed heroism, cohesiveness, vigor, hardihood, tenacity, obedience, ideals. But war is no longer a biological or sociological necessity, play is. Play schools the child as war schools the man, and, as a preparation for the future, play holds the same vantage ground over war that childhood educationally holds over maturity. It is possible to image a peace economy in which the world can retain all it has gained and more be added of bone and sinew, of hardihood and heroism, of strength and sacrifice, of love and ideals.



Girls' Branch, Public Schools Athletic League

THOUSANDS OF GIRLS HAVE NO OTHER PLACE FOR RECREATION



Girls' Branch, Public Schools Athletic League

A CAPTAIN BALL GAME IN A SCHOOL YARD KEPT OPEN FOR THE GIRLS
AFTER SCHOOL



Girls' Branch, Public Schools Athletic League

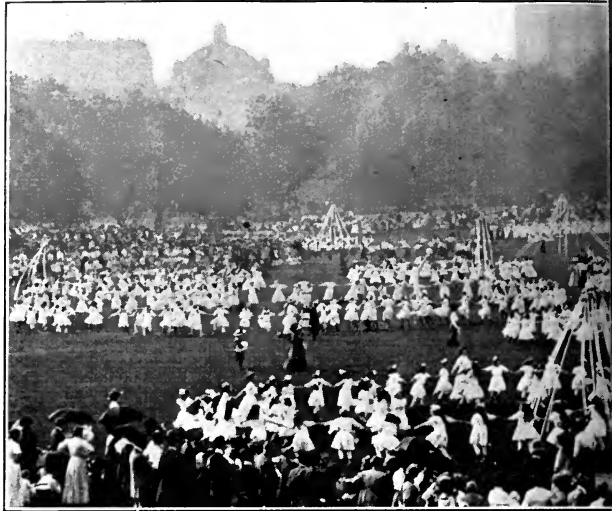
DANCING ON THE SCHOOL ROOF



Girls' Branch, Public Schools Athletic League

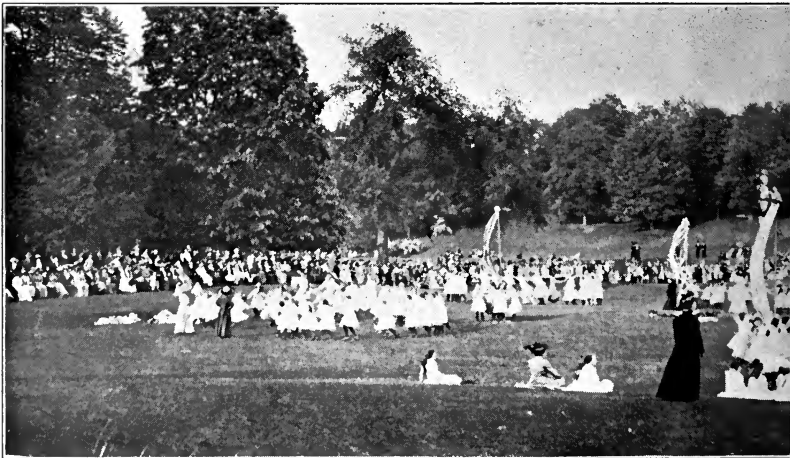
HIGH SCHOOL GIRLS PLAYING FIELD HOCKEY IN ONE OF OUR GREAT PARKS

Since 1908 Annual Fêtes of Folk Dancing and Games have been held on the great meadows of Central, Prospect and Van Cortlandt Parks



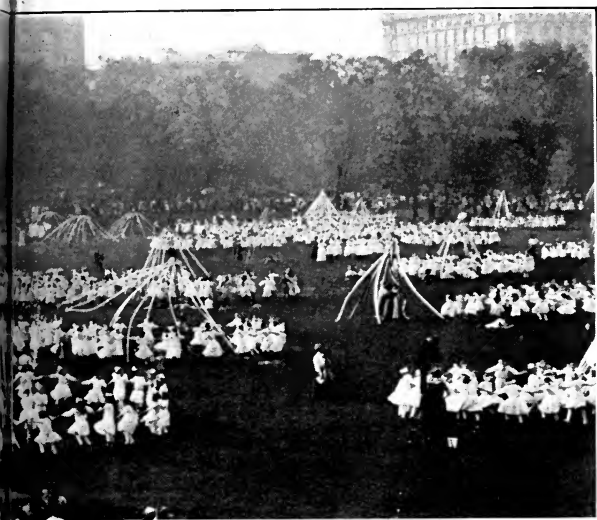
Girls' Branch, Public Schools Athletic League

"FIFTEEN ACRES OF DANCING CHILDREN"—THE ANNUAL
FOUR AND FIVE THOU



Girls' Branch, Public Schools Athletic League

A CORNER OF THE "LONG MEADOW" IN PROSPECT PARK DURING THE
GIRLS TOOK PA



A number of girls at this Fête walked upon grass for the first time and were surprised to find it soft

(Courtesy of Harper & Brothers)

FÊTE IN CENTRAL PARK, MAY, 1911, IN WHICH BETWEEN
AND GIRLS TOOK PART



ANNUAL BROOKLYN FÊTE OF THE GIRLS' BRANCH. THREE THOUSAND
IN THIS FÊTE



Girls' Branch, Public Schools Athletic League

A GIRLS' ATHLETIC CLUB STARTING OUT FROM THE EAST SIDE
FOR A WALK



Girls' Branch, Public Schools Athletic League

THE SAME CLUB WALKING IN THE SALT AIR AT ONE OF THE BEACHES



Girls' Branch, Public Schools Athletic League

SUNSHINE, WHOLESOME PLAY AND HAPPINESS

SHOULD THE GOVERNMENT CENSOR MOTION PICTURES?

JOHN COLLIER

Of The People's Institute and The National Board of Censorship of Motion Pictures

WHAT IS MEANT BY "CENSORSHIP"

Before answering the above question, we must define the word "censorship." Censorship has been loosely used to describe any form of police oversight of newspapers, theatres or public art. It has been used to describe the voluntary effort of theatres and newspapers to clean themselves up from within, as in the title of the National Board of Motion Pictures Censorship. Probably no one disputes the desirability of censorship if it has simply these meanings. The police power in America has always been held to extend over the amusements and books of the people, and any voluntary effort of a business to improve itself, through whatever means, will be universally lauded.

But the word "censorship" is given a very different meaning by some who use it. This last meaning is instanced by the British royal censorship of theatres. There, a legally constituted official is required to pass judgment on all dramatic productions before they are made public at all, and if he forbids a play it can never

SHOULD GOVERNMENT CENSOR MOTION PICTURES

be seen, whereas if he allow the play he must by implication certify to its fitness. The press censorship of Russia has occasionally gone to a like extreme in the oversight of newspapers. In America the one prominent example of such censorship is the Chicago board of police censors for motion pictures.

OBJECTIONS TO AUTOCRATIC CENSORSHIP

Personally, I should utterly oppose the last-named idea of censorship. It involves (a) an inquisitorial process, suppressing public art and public discussion without publicity, and (b) the laying on elected officials the duty of positively approving whatever is to be made public.

MOTION PICTURE THEMES

What are motion pictures? They are, fundamentally, dramatic art. The typical dramatic film deals with a moral problem, in some measure a social problem, and often a controversial social or political problem. Drama, along with the rostrum, was the great publicity vehicle during vast historical periods before the printing press was invented. Drama has remained that especial form of art which deals with social struggle and transformation. The typical dramatists of the last century, from Scribe to Shaw, have been social propagandists, the voices of more or less unpopular gospels. It is abundantly proved that motion pictures can movingly expound any dramatic theme. They already deal with nearly every human and social problem. They portray Sophocles, the Gospels, Shakespeare, Ibsen; they dramatise stock gambling, trade unionism, syndicalism; they dramatise the marriage problem; they criticise organized charity; they attack the congestion of population evil. As an agent of social propaganda the motion picture today far surpasses the regular theatre. Would we dream of placing the so-called legitimate drama under the last-named kind of censorship?

CURRENT EVENTS IN THE MOTION PICTURE

Motion pictures are rapidly becoming a form of journalism and of editorial discussion, as well as of drama. At present, films dealing with news events are being issued daily. These news pictures have been used for political propaganda (as when depicting Governor Wilson's Presidential campaign). They have been used for muck-raking (as when exhibiting preventable fires in the neighborhood of New York). Sometimes grewsome events are

SHOULD GOVERNMENT CENSOR MOTION PICTURES

depicted in giving graphically pictures pertaining to a more or less sensational news happening.

The following are some of the editorial discussions which have recently raged in motion pictures: the guilt or innocence of the McNamara brothers; polygamy in Utah; the saloon question; the alleged Japanese peril. It may be noted that in every one of these

PRESSURE ON
THE NATIONAL BOARD

cases the National Board of Censorship was subjected to severe and sometimes passionate pressure from interests desiring to see the films suppressed. The National Board has been wise enough to refuse thus far to censor political, sectional and other controversial elements in motion pictures. If it began to attempt a censorship of free speech in motion pictures the Board would rapidly destroy itself for the good of the country.

BASIC ARGUMENTS AGAINST
THE RIGHT TO SUPPRESS
BEFORE PRESENTATION

Above are given the basic reasons why no public official should be given the power to suppress, without publicity, motion pictures in advance of the time when they are produced.

Other considerations, which are details, may be mentioned:

(1) The motion picture art has, with great social significance, submitted for a period of years to a voluntary control exercised by disinterested citizens. On the advice of the

VOLUNTARY SUBMISSION
TO CONTROL

National Board the picture producers have forfeited the use of films valued at nearly \$1,500,000. Their motive has been enlightened self-interest and this will always be an effective motive under the peculiar conditions of the motion picture business. The different producers of motion pictures are compelled to regulate each other through the fact that a single objectionable film injures the patronage and reputation to every producer, as each theatre shows the films of many producers and the public cannot discriminate between this manufacturer and that. Likewise, a single motion picture is given simultaneous exhibition throughout America and motion picture manufacturers must therefore exercise particular care, as they do not appeal to a special audience but to a very general audience of family groups, with the various prejudices of diverse geographical regions. For a long time to come at least,

SHOULD GOVERNMENT CENSOR MOTION PICTURES

some form of control like that exercised by the National Board will be a business necessity for motion pictures.

SUPPRESSION
AFTER PRESENTATION (2) A newspaper is read by its whole public in a very few hours. If it publishes a sensational or an immoral article, the harm is done irreparably and at once. But a motion picture is seen by its whole public only after it has circulated for many months. There is abundant time to repress an objectionable film after it has become public. From the standpoint of public protection the first censorship should be, frankly, a censorship of the newspapers.

CHILDREN
25% OF ATTENDANCE (3) It is said that children in large numbers attend picture shows and that this fact creates a special reason for film censorship. From various reports and investigations we conclude that the children are perhaps 25% of the total motion picture audience. As large a percentage of children read the newspapers; the percentage who attend theatres is probably not so very much less. Yet it is true that the picture theatre influences children greatly and therefore the penalties for motion picture offenses should be heavy and prompt. In New York the Mayor's Committee on Motion Pictures has recommended that there be vested with the Mayor an autocratic power to revoke the license of a theatre which offends against public welfare. The New York Committee would give Czar-like power to the Mayor, but would not require him to inspect and certify all films or else suppress them in advance of publicity. There must be lodged in some legal authority the final power to repress anything objectionable in publicity or art, and it is probably quite as well to vest this power in the Mayor as in the courts. But between so vesting this power, that it may be used against offenders after publicity has been given, and between, on the other hand, presuming a universal guilt and creating an inquisition chamber with power to suppress free speech before it is uttered—between these two methods there is all the difference that lies between an American idea and a Russian idea, which must soon be abandoned in Russia.

HEAVY PENALTIES FOR
OFFENCES

AN UNDEMOCRATIC IDEA

EXTRACTS FROM ADDRESSES BY RAYMOND ROBINS
IN THE MEN AND RELIGION FORWARD CAMPAIGN*

LEISURE—RECREATION—LIFE

ESCAPE FROM WEARINESS, THE SALOON I worked in a mine when I was nineteen years old, in the old South, twelve hours a day for a dollar a day. When the day's work was done, I used to go to my little cabin, eat, get in my bunk and sleep until the whistle blew in the morning at six-thirty. Then I went to the pit's mouth and down into the shaft and I picked—day after day, most of the time on my knees because the drift was narrow. Along about Friday, I, a young, eager-hearted boy, would begin to be so tired, to feel the weariness of that labor so, that I wanted a chance of escape. How was I going to get away from it? It was a little, common, dirty mining town; just one place where there was even light and music, and that was in the crowded saloon. I had never drank before I came into this mining camp; been raised on a farm; didn't even know the taste of liquor. I went down into that saloon; I listened to the music. I threw two or three beers under my belt, and I thought I was happy, but I was not.

HAPPINESS NOT FOUND The next morning I had a head that told me I hadn't been happy, and still I would go the next week and do the same thing, not because I was bad but under the condition of things it took possession of me. Now I found myself going back physically, becoming heavy and logy. There was no sort of opportunity. Finally I went on a brake beam to Colorado and got a job in a mine there. I worked eight hours a day, got four dollars a day, and worked only six days in the week.

Life changed for me—I had leisure. I had opportunity. I began to study at night. I bought books. Then the whole world changed for me because of the change in my industrial condition.

USE AND ABUSE OF LEISURE You say that if you give leisure and better wages to some men they will spend it in saloons and loafing around. Doubtless that is true. And if you give more dividends to some men, their sons will buy automobiles and give them to chorus girls. But I am not going to judge either class by the vicious members of that class. In other words, honor and truth and well-meaning are not special privileges of any group.

* Reprinted by permission from *The Survey*

EXTRACTS FROM ADDRESSES

THE THIRST FOR LIFE

I traced one New York country girl from her home in the fields of western New York, to this city, to a job in this enterprise, to her little room with its four bare walls, through the day's work for several months, and then finally through the hunger for some little joy, the love of color and music and form, to get away from the deadly monotony of the days—now a dance hall, a little recreation apparently only desired. There was no other kind of recreation for such a girl. Finally a wine supper, then a house of assignation, then finally the red-light district of New York, and then a little white stone out on Blackwell's Island. That is all.

THE ONE WHO DID MOST HAD TIME TO PLAY

Did Christ care about common, simple, human, social joy in the world? Jesus was one day in Cana of Galilee, an immortal little place because He was there. There was a wedding feast, a group of poor peasants, I imagine, because the wine gave out. Probably a good many more folk had come than they had expected. Jesus was there and there was a desire to fulfil the joy and promise of the little feast and He turns water into wine. The Master fulfilled the perfect joy of the wedding feast. You will search in vain to find a single trite phrase, a single moral pointed—not one. He dared to believe that the deed and the doing of it savors of worth, that the fact has a value apart from the fame.

What happened there? He had only three years in which to change the thought of the world—and He did it. Go back, if you will, through those nineteen hundred years and walk through those Galilean hills with Him. You will find infanticide in the capitols of the world; you will find old men being murdered when they were through being serviceable to other people; you will find women chattels; and you will find labor in chains. Since that time, behind every movement for human liberty, behind every movement for human service, you will find men working in the spirit of the Galilean Peasant. Some of them deny His name and yet work with the formula which He alone brought into the world. He had only three years to perform that tremendous task. Was He wasting His time that day in Cana of Galilee? Jesus knew that man and that woman would have the common burdens of married life, would meet the strife and strain. Down along the road there would come a time

EXTRACTS FROM ADDRESSES

when the thorns and rocks were many, and the woman might wonder whether it was worth while, and the man might wonder whether those vows really amounted to much; and in that hour they would be held to the old faith because of the perfect joy at Cana in Galilee, when the Lord fulfilled the simple beauty of a marriage feast.

SCHOOL HOUSES AS SOCIAL CENTERS

I should like to have social centers in each one of your public schools, so that that great plant could be used for recreation and enjoyment by the people, and the social function of the saloon diminished by just that much.

RECREATION BUILDS LIFE

We have found in the person of the child the center around which our work is to revolve. Let us consider this matter of the Greater Buffalo—or any city, and realize that the Greater Buffalo can come only out of a greater number of sound, wholesome, creditable, God-fearing children.

Now, we may feed and clothe and house this little child before us and give it an education, but if we do not let it play, if it has no chance for recreation during the growing years, it will be imbecile, incompetent and powerless. In fact, the child will fail and die, will not live to manhood or womanhood unless it has play. Recreation is a real word. You can of course extend recreation to where it means dissipation. But recreation means to build and dissipation means to throw away. Recreation is a primary need of human life, and unless you provide play for that child, you fail in your social relationship. That child will almost always be found in the most crowded quarters of your city, where the streets are dirty and least desirable as playgrounds, where there is a great deal of traffic. And that child will many times be found later in the juvenile court, not because it is a wicked child at all, not because it was primarily any worse than mine or yours, but because this reasonable desire for play has led the child off into gangs and into the group life that has become predatory; and that old spirit of adventure which took you and me into the neighboring apple orchard against the will of the community and yet did not make us criminal, makes of this child in the city's streets a petty criminal and leads it easily into real crime.

WHY SOME
CHILDREN
BECOME
PREDATORY

EXTRACTS FROM ADDRESSES

RECREATION A VITAL ISSUE OF THE TIME

So that, in the matter of your recreation, you have a tremendous social issue. What are your dance hall situations in this town? What is the fact in regard to reasonable pleasure at hand for growing boys and girls? Is the pleasure so perilous that many times there is a vicious element in it? What are the facts? What do you really know about your recreation possibilities for poorer children in your cities? I speak of that because there is where the heavy strain always falls. We have allowed the proper recreation functions to become commercialized and to be divorced from the old neighbor-ships and the old social control. May I suggest that if you have social centers in your public schools, if you use that great plant from four o'clock on during the evening,—mothers' clubs during the afternoon, and in the evening meetings for men and women, and boys and girls, and then mixed meetings under supervision, where mothers and fathers of the community, with the children of the community could mix together—you would have the basis of a social recreation that would be much sounder in community life. If you do that, you will have one of the strongest forces to keep the children of the community from those associations and those pleasures that almost always lead into ways that are questionable and sometimes into vice and crime. And may I suggest that there is a power here you have a right to develop; that there is hardly a single community that will not develop certain power and beauty and capacity in music, speech, or something that will serve and function the whole life in that community.

We have only dealt with the most primary things surrounding this little child, and yet we have got our whole social order outlined before us.

It is not a small thing, this life of the city, the hope of the future. Do you know why I took this little child, the poorest, the most out-cast child you might say, in the city's life? Because, if your social leverage and resources are long and large enough to get under and lift that child, you have the whole social problem solved, you can lift the whole social community.

A CANADIAN SOCIAL CENTER WORK

JOHN BRADFORD

Community Y. M. C. A. Secretary, Amherst, Nova Scotia

THE PUBLIC SCHOOL The first application of the "Wider Use of the School Plant" idea in Eastern Canada and the broadest application of the work in the Dominion, is that being made under the supervision of "The School Extension Committee of the Board of Education" in the industrial town of Amherst, N. S. This committee is composed of the Chairman of the Board of Education, the Chairman of the Community Boys' Work Committee, the Chairman of the Community Girls' Work Committee and two members selected by these chairmen.

Early in the year a new twelve room, \$50,000, school building was opened in the heart of that section of the town occupied by the men employed in the industries.

Shortly after its opening the Secretary for the Boys' Community Work presented a plan for the wider use of the building, which was accepted.

THE JANITOR In securing a janitor for this new plant the commissioners had made a careful selection; the question was not "How little will he take," but "What is the most we can afford to pay to secure the best type of man for this important position"; quite an advanced way of looking at this public servant's side of the question.

Comfortable apartments in the building had been set aside for the janitor, and after many applications had been considered, a man of fine character, with wide experience as an engineer and handyman, was secured, who with his wife, has already demonstrated the wisdom of this kind of selection.

The population in this section is of mixed Scotch, English, French, Canadian and Syrian, and the problems, as elsewhere, the lack of a common gathering place, wholesome recreation, amusement and social education.

FIRST PROGRAM The first informal social evening for the neighbors was held within a month after the opening with the following program:

A CANADIAN SOCIAL CENTER WORK

1. Opening remarks, by the Principal
2. Piano and saxophone duet
Two of the boys
3. Short address on Charles Dickens
The Editor of the leading paper
4. Play—"A Visit with Tiny Tim"
Members of the 7th and 8th grades
5. Short talk on medical inspection
Chairman Board of Education
6. Drill, by members of the Boys' Gymnasium Leaders Corps
7. Songs by Grade VI
8. Refreshments, served by the Domestic Science Class
9. Singing, "God Save the King"

Time of program—one hour and twenty minutes

The attendance on this evening was five hundred and fifty.

THE ACTIVITIES The schedule of activities in the building is as follows:—

Gymnasium Classes—

School Boys—Tuesday and Friday	3.30 to 4.45
School Girls—Monday and Thursday	3.30 to 4.45
Employed Boys—Monday and Thursday.....	7.30 to 9.15
Employed Girls—Tuesday and Friday.....	7.45 to 9.15

General—

- Sewing Class—Monday
- Cooking Class—Monday and Thursday
- Reading Room and Library—Open daily and every class night
- Storytelling Hour—Friday
- First Aid class for shop men—Monday at 8
- Social evening for all—3rd Friday
- Illustrated travel talks—1st Tuesday
- School Orchestra practice—Twice a week

Besides the activities in the building, there have been conducted from time to time, during the winter, by the Principal and teachers, skating, sliding, outing and snowshoe parties and home social evenings.

In the gymnasium classes every boy and girl undergoes a care-

A WALKING BRAIN OR A CHILD

ful physical examination and copies of the measurements made are given them with an explanation of their individual needs.

The Director of Boys' Work, Director of Girls' Work, and the school nurse, have central offices down town where all committee meetings and conferences are held, and where copies of all records are kept, as this center work is only one part of the Community-wide work being conducted under their committees.

117 VOLUNTEER
WORKERS

The wisdom of this broad scheme of work is rapidly becoming apparent and all phases of the movement have the co-operation and support of large numbers of the citizens of all classes, there being one hundred and seventeen different volunteer workers now enrolled in the various activities.

A WALKING BRAIN OR A CHILD?

MRS. T. G. WINTER

Minneapolis, Minnesota

A playground means not only a place for children to play. It is not merely a spot where boys and girls can be dumped to keep them happy and out of mischief. Nor is it simply a breathing space planted in a crowded district, giving children by charity what every child ought to receive by right. All these the playground is, but it is something infinitely more, and of greater significance.

The playground movement now-a-days, is a strand,—by no means the least of strands,—in the broad new conception of education, the education which involves not only information, but preparation for life. We are coming to regard the brain not as an encyclopædia but as a tool. The test of its efficiency is whether it meets the daily problem keenly and sanely. To be clear headed and clean hearted is to be well educated. To put oneself into wise and fair co-operation with one's fellows is better than to be a prig. To think straight and act straight through boyhood is to build manhood. There is no magic charm in mathematics for its own sake, but if it is so taught that a child is trained to mental accuracy, if he learns that no slip-shod work can stand, that to make a single mistake is to spoil it all—then

EDUCATIONAL THEATRES

he learns a lesson that every man needs to know. A similar test can be applied to every branch of study.

Now the new methods that are being tried, not only in this country but in Europe, are all attempts to get the child ready to be efficient in his own individual life. The playground movement is one of the attempts to get at the child as a whole rather than as a little walking brain. Play is meant to serve him somewhat mentally, much more physically, most of all spiritually.

The playground teaches with joy some of the same lessons that books teach less agreeably. The carelessly batted ball does not reach its goal any more than the carelessly done sum reaches its answer. There are a hundred games that repeat to the child, "You've got to do it just right, or you'll fail," and that is a big lesson. There are a score of games that teach observation and deduction, just as scientific books do. Then there are the lessons that are learned by all team work,—the lessons of fair play, of co-operation, of downing little whims for the sake of the common aim. In good play, cheating is dealt with ruthlessly. The playground is democratic. Only excellence excels, and the boy who plays best is the hero. The better muscle responds to swiftly moving brain, the higher the honor. It has been truly said that every triumph that England has gained in her great imperial march was fought out and prepared for on the fields of Eton and Rugby, so important is play in training for self-restraint, application, accuracy. These are great qualities in boy and girl; they are superb in man and woman. Team work means law, order, and self-government. The drifting herd of children that we term, "the gang" means disorder and anarchy. We can hardly overestimate the value of the lessons children learn from each other without knowing it, in a well directed playground.

EDUCATIONAL THEATRES

The Peoples Recreation Company of New York, incorporated in March, 1911, aims to prove that "commercial recreation can be managed with a sense of social responsibility and with artistic intelligence and still earn satisfactory profits."

It aims to run a chain of ten or more educational theatres like

COURSE ON RECREATION

the Oreole Theatre which has been conducted in Brooklyn since April 20, 1911. This theatre seats 299 people and its audiences are looked after most carefully both on the moral and physical side. A chaperon who is herself a mother, is on duty every night and makes it her special charge to look after children and unaccompanied young girls. A special policeman, a retired sergeant, keeps order especially among the young men. The law forbidding the attendance of unaccompanied children is strictly enforced.

In the first six months of its existence 103,000 people had paid admission, and \$7,270.70 had been contributed in five and ten cent admissions, showing a profit of from 13 per cent. to 60 per cent. per week upon the investment.

The Company has also co-operated in the conducting of two dance halls,—an open air dance hall at Greenwich House, and a recreation and dance hall at the House of Aquila.

The office of the Company is at 147 Fourth Ave.

COURSE ON RECREATION

The New York University Summer School at its coming session, July 1st to August 9th, is to offer a course on Theory and Practice in the Administration of Recreation Facilities, under the direction of Lee F. Hanmer, Clarence A. Perry, and William H. Harper.

Under the general subject of Playground and Recreation Centers, Mr. Hanmer will give courses of lectures on Present Development and Plans of Administration, Organized Athletics and Folk Dancing for the School Children, and Commercial Recreation,—Dance Halls, Cheap Theatres, Motion Picture Shows, and Amusement Resorts.

Under The Wider Use of the School Plant, Mr. Perry will present a course on Evening Recreation Centers, Vacation Schools and Playgrounds, School House Meetings, and Mr. Hanmer on Festivals, Celebrations and Pageantry and on Recreation Surveys.

Mr. Harper's course will be on Practical Work in Games, Dancing and Group Organization.

A circular describing the course in detail may be secured by writing to Mr. James E. Lough, Director of the New York University Summer School, Washington Square, New York City.

LECTURE COURSES ON THE FESTIVAL

DARTMOUTH COLLEGE

One of the features of the Summer Session of Dartmouth College this year is to be a series of lectures on the general subject of The Festival. This is made possible through the co-operation of three members of the Festival Society of New York, Dr. William Bohn and Mr. M. A. Wolf of the Ethical Culture School, and Miss Mary Porter Beegle, director of physical training at Barnard College. Professor Charles H. Farnsworth, the head of the department of music in Teachers College, Columbia University, will also share in the conduct of the course.

The course will begin on July 11th, and will include an introductory lecture on the Philosophy of the Festival and its Relation to School Work, five lectures on the Festival Story, treating with material for festivals and enumerating available sources of stories and plots; one lecture on the Selection and Preparations of Festival Music; two on Festival Dancing; two on Stage Setting and Costuming, and finally a lecture on Correlation of Instruction showing how the Festival, far from being an added burden to the teacher, should be a means of simplifying his task.

In connection with this course, on the afternoon of August 3d, a festival entitled "The Pageant of Womanhood" will be presented by the members of Camp Hanoum, the summer camp for girls conducted at Thetford, Vt., by Mrs. Charles H. Farnsworth of the Horace Mann School, Columbia University.

UNIVERSITY OF WISCONSIN

At the Summer Session of the University of Wisconsin, Assistant Professor Bassett of the University faculty and Mr. Dykema of New York, who has been active in the organization of the Festival Society of America, will conduct a course on The School Festival. This will present practical suggestions on the handling of festivals, celebrations, entertainments and general recreative functions, with special reference to the school; a discussion of the Festival and its place in this and other countries, together with festival material, sources, bibliography, preparation of text, music, dancing, expression, costuming and general management. Methods of teach-

BOOK REVIEWS

ing and training will be exemplified in the actual preparation and presentation of a festival by school children. During the course there will be special lectures by directors of festival work in various parts of the country.

BOOK REVIEWS

BERTHA FREEMAN

THE MORRIS DANCE*

This exceedingly attractive book of thirty-eight pages gives descriptions of eleven dances as performed by the Morris-Men of England. The first section is devoted to the Morris step and the various positions and movements which are likely to occur in any of the dances, with a definition of terms and diagrams. Following are explicit instructions for teaching Bean-Setting, Dibbing, Rigs o' Marlow, Shepherd's Hey, and Constant Billy among the stick dances; Country Gardens, Bluff King Hal, How D'ye Do, and Blue-Eyed Stranger, in which handkerchiefs are used; Laudnum Bunches and Trunkles and some of the stick and handkerchief dances which are also corner dances; then at the end, instructions how to "Morris off."

The music of the dances is not included except, in some instances, the opening bars.

A colored plate, on the cover, showing a Morris-Man in full regalia, and quaint head and tail pieces of old time fun makers, serve to keep the reader in the spirit of the dance.

THE ATHLETIC HANDBOOK FOR THE PHILIPPINE PUBLIC SCHOOLS†

From the Bureau of Education of the Philippine Islands comes this manual which has been published as a guide for the conduct of the games on the school playgrounds and the sports in the athletic fields carried on under the auspices of the public school system.

* The Morris Dance, edited by Josephine Brower. The H. W. Gray Company, sole agents for Novello & Company, New York. Price, one dollar

† Bulletin No. 40, Bureau of Education, Philippine Islands, Manila, 1911

LECTURE COURSES ON RECREATION

The manual states that the primary object to be obtained is to make physical training and games general, to improve all the pupils physically and to instil interest and spirit into their school life.

Directions for making simple playground apparatus and for playing games in the school yard, form the contents of the first part of the manual. A history of school athletics in the Philippines is given, and rules for the conduct of all school activities are laid down.

At the end a few hints, in well chosen words, on training and athletic courtesy, make a valuable manual in the hands of our new school fellows in the Philippines.

TALES FROM THE ALHAMBRA

By WASHINGTON IRVING

Adapted by JOSEPHINE BROWER

Perhaps Washington Irving himself would feel a kindly interest in the little volume, "Tales from the Alhambra" by Washington Irving adapted by Josephine Brower, for it is surely destined to bring the tales Irving so loved close to the hearts of the young readers of today.

The author declares that she loved these stories when she was a child, but was troubled by the necessity of hunting them out from their context. She has kept the Oriental dignity of language, the slow moving stateliness of dialogue. The fascinating illustrations blend harmoniously in the creation of a book which is a real joy to the legend-lover.

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The Playground

To Promote Normal Wholesome Play and Public Recreation



Newark Playground Commission

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THE ANNUAL MEETING OF THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

Cleveland, Ohio, June 5-8, 1912

Important as are the problems of space and equipment in recreation work, at nearly every session of the Recreation Congress it was evident that the men and women were thinking of something far more fundamental. They were thinking of the play of the mind and soul as well as of the body. They were thinking not alone of playgrounds but of recreation for all—for old and for young, for rich and for poor, for city and for country. A fervent appeal for more romance in the things of every day, suggestions and ideals for the play of the family as a whole, in the home or elsewhere, the recognition of the need for workers of large and evergrowing calibre,—in all these and more the trend of the Recreation Movement was seen.

Nor were the practical and technical sides neglected. The invaluable knowledge of some of the older workers regarding equipment was often called into use, and besides the many hours of discussion in the sessions of the practical phases of games for boys and for girls, of storytelling, of dramatics, of special experiments for boys' and girls' clubs and expeditions, of the conduct of evening social centers, besides these scheduled discussions, in the corridor and around the tables of the hotel might ever be seen groups discussing their own prime problems, none too proud to seek advice, none unwilling to utilize to the utmost his own experience. Among the subjects taken up at these informal gatherings were the outlook for an International Play Congress in connection with the Pan-American Exposition in 1915, the adoption of satisfactory standards in athletics for badge tests for boys and girls, the influence of a playground or social center on a neighborhood.

In the rural sections the discussions were very practical. The earnestness and concentration of those attending showed how great was the need of a congress on rural recreation. Much of the interest centered in possible use of facilities already present and many talks were given by those who had already seen the vision and endeavored to carry it out—ministers, school teachers, librarians, Grange and Y. M. C. A. workers. How the very work itself may lead to play interest was shown in the discussion of pageants, corn

PLAY FOR HOME

clubs, embroidery clubs, and county fairs. The varying of the monotony of rural work, the use of recreation forces to the end that all life may be made more vital and growing, the cry "Back to the soil" made a fact through making and keeping country life real life for boy and girl—for man and woman—these seemed the ideals of the workers present.

Through the year as many as possible of the papers given at the congress will be published in the hope that something of the new zeal and inspiration which came to those at Cleveland may come to all readers of *The Playground*.

PLAY FOR HOME*

JOSEPH LEE

President Playground and Recreation Association of America

The greatest present menace to civilization is the weakening of the family relation. The home, the oldest of our institutions, the one dearest to our instincts and deepest in our blood, the one which we can least do without, has already lost many of its functions. It is no longer consciously either a religious or a governmental institution. The father has long ceased to be either priest or law-giver—or if the latter function survives it is in attenuated form. The home is no longer the industrial unit. The boy has ceased to help his father in his work or to learn his own trade from him. The girl learns less housekeeping from her mother than formerly because there is less housekeeping to be done. In most cases indeed there is no house to keep.

I. The Home Needs Play

I. EVERY INSTITUTION NEEDS TO BE EXPRESSED IN PLAY

If the playground is to contribute to the depletion of family life it will do us a great injury. It also meets a great opportunity. The playground like the school may take children away from the homes or may send them to it. It can indeed do more to build up home life than any other cause. Every institution needs to express itself in play and can reach its best estate only with the aid of such expression. It must somehow find expression for that surplus of life and meaning that has not yet been rendered into

* Address delivered at the Sixth Annual Meeting of the Playground and Recreation Association of America, June, 5, 1912

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prose. It must be not only conscientious but exuberant; it must be celebrated in song and festival, idealized in verse and architecture. It must give forth a visible aura of those ideals that shall light it on toward further service. No city, state, club, school, or church has reached its full life until it has been sung, danced, painted, satirized; until it has laughed as well as wept, has had its great games, its carnival, its lyric utterance.

2. PLAY IS THE FUNCTION FOR WHICH THE HOME EXISTS

In the case of the home it happens that play is a part of an institution's peculiar and necessary work. Indeed it is for the sake of play that the home has been evolved. As we playground people have been taught by good Herr Groos, "children are young in order that they may play," and the home is necessary in order that they may be young—in order that the great phenomenon of infancy, of which play is the positive and essential feature, may be rendered possible in a world of competition, in which, without the protection of the home, a period of immaturity would mean extinction. It is in order that children may play that there is or ever was a home, that the whole institution of the family grew up among men and the higher animals. When the home ceases to be a place for the child to play the reason for its existence will disappear.

II. The Playground Has Not Hurt the Home Thus Far

Thus far I think we can fairly claim that the playground has not upon the whole detracted from family life. It has been a result, not a cause, of the lessened importance of the home as a place to play. For very many children, when the modern playground appeared upon the scene, the pasture and the wood lot had long since been sold. The brook had dried up and the climbing tree had been chopped down. The barn, even the woodshed, had disappeared. For many there was not an attic to explore, hardly a nursery worthy of the name. Family life, at an irreducible minimum, had been packed into the modern flat or bandbox, in which noise is prohibited and joyous thumping on the floor would bring down the house. The playground found the little waif sitting outside on the curbstone, dodging the policeman in the alley, or even locked up by him at night; and it opened the sand garden and the ball field and took him in. For many families play had already been squeezed out of the home by the lateral pressure of population—indeed the child himself had been eliminated, through a sound recognition on the part of janitors and real estate men that children and play are

PLAY FOR HOME

in truth synonymous—and life for many people had in consequence been rendered flat indeed, before the playground came along.

The squeezing of the child out of the home on to the playground is not necessarily an evil. Rightly handled, the situation will be productive of much good. The playground, thus necessitated, has proved in many respects an improvement upon earlier and more idyllic conditions. It does some things better than the home could ever have done them. And it is certain to improve still more. We do not indeed need to argue that the playground has its place. But it must not for that reason be allowed to crowd out the home. There is plenty of playing to be done. There are more active hours in the child's life than home and school and playground all together are as yet nearly able to fill.

III. The Child Needs the Home to Play In

As the home needs the child to play in it, so the child needs the home to play in. Home play is as necessary to the one as to the other. In the first place the home is where he is. During those first years in which play is the whole of his active life it is the place in which his time is passed. Also it is the place where *she* lives—his playmate, more than half his world; for as Froebel taught us, the life of a child during the first year or two is in the mother-play. For several years after babyhood home is still, during most of the day, his natural habitat. The Greeks, the ancient Germans, almost all peoples have kept even the boys at home with their mothers up to the age of seven. And for many years after that the home is the place where he will pass his evenings. Even the kindergarten, the most successful of our educational institutions outside of the home, is put by Froebel largely as an alternative, its plan of education being prescribed either for the home or school.

The child also needs home play in order that play, which is the form of his active life, and home, which is the center of it, may be multiplied together in their influence. For the home is always for the child the vital spot, the place to which his goings and his comings all relate, to which all his acts have reference. It is his moral center, the place where he belongs. The influence of the home is measured not by hours of physical presence but by the depth of membership, by its entrance as a dimension into all he feels and does. It will be more present to him, a more saving factor in his life, if it is a place of expansion and recognition of the power and gladness that is in him,—a place where he can play

PLAY FOR HOME

IV. All the Family Need Home Play

The home needs the child playing in it and the child needs the home to play in. Mother and father, brothers and sisters, have the same need. An essential part of the life of all of us is in this play. A mother who does not play with her child is not a mother. A vital part of the relation has dropped out. The great educators, from Plato to Froebel, have taught us to play with our children not only on their account but on our own.

What there is in it for the father is indicated in Browning's "Ivan Ivanowitch." After he had cut the lady's head off, the neighbors, having decided he had done well, went to his house, listened outside awhile, "Then pushed door and, passing through, Stood in the murderer's presence.

Ivan Ivanowitch

Knelt, building on the floor that Kremlin rare and rich
He deftly cut and carved on lazy winter nights.
Some five young faces watched, breathlessly, as, to rights,
Piece upon piece, he reared the fabric nigh complete.
Stescha, Ivan's old mother, sat spinning by the heat
Of the oven where his wife Katia stood baking bread.
Ivan's self, as he turned his honey-colored head,
Was just in act to drop, 'twixt fir-cones,—each a dome,—
The scooped-out yellow gourd presumably the home
Of Kolokol the Big: the bell, therein to hitch,
An acorn-cup—was ready: Ivan Ivanowitch
Turned with it in his mouth.

They told him he was free
As air to walk abroad. 'How otherwise?' asked he."

V. How the Playground Can Help Play in the Home

What can the playground do to promote play in the home? In the first place the spirit it teaches is the main thing.

Our effort must be to return the child at night in better condition to take part in the home life than we found him. We must make him a better player, a better listener, a better loser, a better comrade,—in short a better mixer even in the home circle as a result of his experience on the playground.

Specifically, the playground can contribute to the home by teaching and carrying on good home games,—games that the children can play, games that the parents can play, games that the whole family can play,—and by encouraging games that everyone

PLAY FOR HOME

will talk about. This last point should not be overlooked. One touch of baseball, in this country at least, makes the whole world kin, and a common interest in the school team may easily help over rough places in family life, just as a similar interest serves to mitigate the jar of short and ugly episodes in politics.

I wish the playground might somehow teach parents the importance of receptivity to the children's stories of their games and their adventures. When a boy comes in with his feet muddy and his trousers torn, and his hair standing on end, a gob of mud on his nose, it may require some self-restraint on your part, especially if you are sensitive about your parlor furniture, not to open on him about his personal appearance. But whatever it costs it will be worth your while to exercise such self-restraint, if you care at all about your children's confidence. Do not, when he starts, with snapping eyes, to tell you how he got Buggy out at first, or what a corking time he had chasing the muskrat, respond with "Yes, but won't you first go up and wash your hands," or "Where *did* you get your boots in that *fearful* condition?" or "What *have* you been doing with your trousers?" If you, on mature deliberation, think that clean hands and boots and trousers, now, on the instant, instead of ten minutes hence, are of more importance to you than a confidential relation with your children, it makes little difference at what point your interruption comes. But that is the choice you must make. If you listen to him first, you will get all these other things later and get them just as well. But the only time you will ever get his story is now when he is full of it. The easiest thing on earth is to check such confidence. It is a feat in which almost all of us succeed—better usually than we are aware. Few girls, I suspect—certainly few boys—tell their parents the things they are really interested in. And the time when the question is decided is the time when they want to tell you but find you more interested in what, by them, are rightly held as trivial matters.

Perhaps you think it is easy to know a child. If so, you are probably one of those who have never come within hailing distance of a child's real thought. There are people who will bore their knuckles into children's ribs and take the hysterical shrieks and squirming of the tortured subject for spontaneous laughter.

The method of those who really understand is described by Emerson:

"Do you know how the naturalist learns all the secrets of the forest, of plants, of birds, of beasts, of reptiles, of fishes, of the

PLAY FOR HOME

rivers and the sea? When he goes into the woods the birds fly before him and he finds none; when he goes to the river bank, the fish and the reptile swim away and leave him alone. His secret is patience; he sits down, and sits still; he is a statue; he is a log. These creatures have no value for their time, and he must put as low a rate on his. By dint of obstinate sitting still, reptile, fish, bird and beast, which all wish to return to their haunts, begin to return. He sits still; if they approach, he remains passive as the stone he sits upon. They lose their fear. They have curiosity too about him. by and by the curiosity masters the fear, and they come swimming, creeping and flying towards him; and as he is still unmovable, they not only resume their haunts and their ordinary labors and manners, show themselves to him in their work-day trim, but also volunteer some degree of advances towards fellowship and good understanding with a biped who behaves so civilly and well. Can you not baffle the impatience and passion of the child by your tranquillity?

"Can you not wait for him, as Nature and Providence do? Can you not keep for his mind and ways, for his secret, the same curiosity you give to the squirrel, snake, rabbit, and the sheldrake and the deer? He has a secret; wonderful methods in him; he is,—every child,—a new style of man; give him time and opportunity. Talk of Columbus and Newton! I tell you the child just born in yonder hovel is the beginning of a revolution as great as theirs."

How in detail can the playground make its contribution to the home?

I. HAVE KINDERGARTNERS

The way to have our sand gardens and other playgrounds for young children—to begin at the beginning—do their part is to have them carried on by kindergartners. The kindergarten has been through the long drought of an individualistic age, an oasis of true socialism, the unconquered champion of the home and social relations as the source of fullest human life. And now that the pendulum is again swinging toward the social view, it is the kindergartners who are equipped for the service we are learning to demand. They can teach the mothers who come to the playground with their babies and smaller children more even than their own instinct has already taught them about the mother play. They can show the "little mothers" how to keep the children, only one size smaller than themselves, whom they have in charge, happy and contented. The kindergarten itself has done more than any other agency to bring play and mutual understanding into family life,

PLAY FOR HOME

calling forth the life and joy of the children, teaching them songs and games and occupations which they have brought home, and often teaching the games to the parents themselves through home visits.

The playground might well follow this example. We must as soon as possible have enough women teachers to give them time to visit the children's homes and talk at mothers' meetings and generally to show the parents, by interpreting difficulties and by demonstration, that play is life and growth,—not an elective study but the very substance of the required course. The playground reaches to the heart of the child, and it seems also the surest way to the heart of the family and of the neighborhood, to furnish the best general entrance into neighborhood and social work.

2. SONGS AND RING GAMES

The songs and ring games of children under six are well adapted to the home. It is well to have a variety of them on the playground and yet to have some favorites that all the children shall know, so that these may become the fashion among the first circles—note that we elders still call it a circle—of the sub-primary world.

3. MANUAL OCCUPATIONS

The manual occupations of this age, building blocks, making pies, developing gardens and palaces with tables, sticks, bits of paper—handling almost any material in almost any way, provided there is a story to it—are well adapted to the home. So long as the playground teacher remembers that what the child does, not what the toy does for him, is the important matter, she can hardly go wrong, and may open new vistas in stick and paper work, or suggest new and appetizing possibilities in mud pies.

Only at home as on the playground it can be sand instead of mud. Sand is the magic material at this age. It seems to be the correlative of children's hands. They must have grown in it originally. They seem to remember the long amphibious ages when our sea-born ancestors first made good their footing on the beach and to recognize their ancient playmate. Sand is the silent comrade who understands, to whom children confide their notions of how the universe should be arranged. The play teacher can do a good deal by suggesting the sand box on the piazza or in the back yard, or even (at worst) the sand table in the house. The big boys

PLAY FOR HOME

might be encouraged to make sand boxes for their smaller brothers and sisters.

4. OTHER QUIET GAMES

For every age the playground should develop the quiet games that can be played also in the home—I mean the summer playground, where there is time enough, and the evening centers. And here, as in the round games of the kindergarten, we should both encourage a variety and also select some special ones to make them general. I think all children as they come to the right ages should know checkers, twenty questions, the game-where-you-stand-in-a-circle-and-throw-a-handkerchief-across-while-one-in-the-middle-tries-to-get-it, going to Jerusalem, fox and geese, London Bridge, and various bean bag games. The importance of football for children of the roly poly age has been hitherto insufficiently recognized.

The playground could start children on collections of various kinds, on making scrap books. In some places making expeditions on bicycles, and taking photographs could be inaugurated. Weaving mats and baskets, and making sewing cards are homelike occupations already pretty well recognized.

5. PETS AND PLANTS

A sort of play very important to the home, hitherto encouraged on but few playgrounds and perhaps not practicable on many, is the care of pets and plants. Nothing is more important than the development of the mothering instinct through play, that first begins with the doll but very early takes on these more realistic forms. In my own family we were both particularly averse to dogs, but we got one for the children and have been maudlin on the subject ever since. The names he has suffered under his four years' experience are somewhat indicative of his popularity. His real, given and family names are Sylvan Roamer, but he has been known as Roamer, as the Little Black, The Bleek; LaFarge; The Butcher, Bushee; Mr. Tom or Misser Hahm; Tus, Tug, or Hug Bug; The Little Silly One, Besh and Beshee, and Honey Bunny. He recognizes and answers to them all, or at least to each through the period of its prevalence.

6. PLAY OF THE IMAGINATION

(a) *Dramatics*

Especially fitted to the home is a child's dramatic play. All the world's a stage to children under six. But the home has the best

PLAY FOR HOME

scenario and stage properties. You can there be Abraham Lincoln or Dr. Jones or a fire engine horse with less danger of Philistine interruption than on the playground. The playground can, however, by suggestion, and by taking serious things seriously (refraining, for instance, from asking George Washington half across the Delaware when his mother is coming for him) encourage this necessary phase of growth, especially where it has been stunted by a home neglected or dull or suffering from that form of efficiency mania that would sacrifice a mind's development for the sake of a little precocious knowledge of the grown-up world.

The natural evolution of the impersonating play of children of the dramatic age, which ends at about six, is into dramatics proper, from making your ideal real to yourself to making it real to other people. And I believe that dramatics should have a great development both in the family and on the playground. There is no way in which children can so enter into the spirit of any story as by acting it. It is one of the best roads into the heart of literature.

Children's dramatics ought at first to be of the most informal character. It is peculiarly necessary to the child's initiation into this branch of art that the form should never go beyond the spirit, that excellence of method should wait upon the need of more accurate expression. The wear and tear of producing a dramatic performance in which the children have been "well drilled" is the greatest of which human nerves are capable, while on the other hands the little productions they will get up by themselves with only such execution as their own standard demands, place little strain on any one and are worth ten times as much when all is done.

A child's dramatic development should be continuous. There should never be a time, from the day he first acts horse until he is grown up, when that form of expression is not familiar to him. If a gap is made, and allowed to continue up to the age of thirteen or so, he will be almost certain to be self-conscious, and will not be able again to express himself freely and with satisfaction in this way. Every summer playground and every evening play center should have many little plays, and dramatizations of fairy stories and other things that are read aloud,—supplemented by games like Dumb Crambo (impromptu pantomime) and by charades.

A great deal is to be done in this matter of developing informal dramatics. Miss Rumbold has told us of her friends in St. Louis who reproduce a play of Shakespeare from what they remember after seeing it, improvising as they go along; while Mrs. Braucher

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showed us at Washington what the children under her guidance could evolve. Off-hand dramatization may soon become as much cultivated as other forms of sketching.

Dramatic reproduction sometimes persists beyond the dramatic age, not only as drama but also in its original form of impersonation,—for the sake of making ideas more vivid to one's self. Boys sometimes, I am told, up almost to the sere and yellow leaf of the college age, will be knights or heroes in some small circle of their own. I know a lady who still stamps and carries her head like a spirited charger, as a result of impersonation of the Chevalier Bayard up to the age of fifteen or thereabouts. I can myself remember hastening to the shore to repel pirates when I must have reached the mature age of nine.

This sort of impersonation is not unimportant. It is a vehicle of idealism. It serves to visualize an ideal and to lay the track towards its realization. It has also the effect of muscularizing the ideal—giving the fuel of it in bodily action—producing the sort of morale that is given by a good bodily carriage—but carried farther toward a special ideal end.

It is a part of the need to dream, too much neglected in our present theories of education. I mean the need to think things in the soft, to mould our thoughts while they are in the plastic stage to which immediately practical questions are premature. The process of translating an ideal into action is like drawing from memory. The thing first appears as a face in the mist, a vague leading here, an adumbration there. The process of reducing it to possession is like taming a wild creature. To go a step beyond the revelation is to lose the vision. It flees from a premature reduction to crude lines. Pegasus will not stand for off-hand grooming.

It is true, prosaic sir, that our dream must be reduced to action, brought down to earth. That is indeed the whole problem. But it must not begin there. First catch your dream. In order that it may be reduced to reality it must first exist. If you, personally, do not see visions or dream dreams, your best course is to pray for some dispensation, even for some dyspepsia, to cure you of so vital a defect. Impersonation is of the same family as good reading. Perhaps its method is too self-conscious for the mature people. It is for the home more than for the playground. But the playground can at least try to preserve an atmosphere that will not discourage it; while through dramatics, story telling, and perhaps

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reading aloud, it can do much to develop the same sort of imagination, and to make those pursuits a part of the child's life at home.

(b) *Reading and Story Telling*

The need of projecting the soul first in the impalpable realms of the imagination, of building castles in the air before trying one's architectural conceptions upon the tougher susceptibilities of bricks and mortar, is the source not only of drama and impersonation but of all literature.

And the value of literature, not only as the first form of action but as the currency in which the conquests of the soul are handed down from one generation to another, is incalculable. The biological importance of infancy, which makes it the distinguishing characteristic of the higher animals and has given them their prestige, rests upon two of its consequences: first, that the creature, not being wholly predetermined, can be finished according to the circumstances he encounters; second, that for the same reason his inheritance can be largely social and therefore cumulative. His mind and heart can be stored with what the whole race has learned. It is largely in the form of literature that this accumulated inheritance of mankind is passed along.

Suggestion is all-powerful in this realm of the development and transmission of ideals. Even in purely physical performances one sees the effect of precedent. A new record in the high jump raises the average performance a fraction of an inch. In morals much greater results are possible. Heroism, adventure, moral enterprise are largely inherited. Our conception of the possibilities of human daring is a social product. Heroes have progeny wherever their deeds are told. Myths and fairy stories, sketching in rainbow colors man's spiritual demands, with a royal disregard of physical limitations, serve as the rough draft of his future accomplishment. Imagination, led by these, enables us to endure the patient grubbing work which finally wins results as wonderful as those obtained by Aladdin from his lamp.

Poetry is not merely something made; it is the process of all making—the first form of all the works of man. It is the original and decisive stage in everything he does. A deed that is not an embodied poem is not an act, did not proceed from the man but happened to him like a fall or a disease.

And all literature, as distinguished from encyclopedias, railway guides and other works of information, is poetry at heart. It is

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prophetic. Its function is to explore and stake out extensions of the spirit. In childhood, with its vague but infinite outlook and small effectiveness, this bodying forth of the ideal—drawing the thirst for life toward noble objects—is of vital consequence. It is as much an element in growth as air or food. Family life without good reading must be lame indeed.

There should be reading aloud, storing the memory with the music of great literature, sounds that speak directly to the soul and give carrying power to great ideas. To hear *As You Like It* well read, at the age when it will soak in, is to have a good start in liberal education. Playgrounds and social centers, by reading aloud and story telling, by libraries and literary clubs, by having competitions of rival poets, new and old, and other occasions to which the Muses are invited, may do much to perpetuate true homes in this respect.

Sometimes I think our association must help clear the stream of children's literature now muddied by catch-penny devices of pleasing foolish and uneducated parents. Above all, I wish we might eliminate the funny picture book,—gratesque, ugly, nauseating,—that shrieks across the crowded Christmas shop in colors that almost blind the eyes—and forms that must warp or revolt the sensibilities—of the unfortunate children who are subjected to them.

7. MUSIC

Before poetry in the order of development, and coming before it through life with many people—the first of the concentric rings thrown off by the soul in action—comes music, the form, I take it, in which the present German Empire was chiefly condensed out of thin air.

By choruses and orchestras, encouraging every kind of vocal music from the violin to the drum or Jew's harp, the playground, and especially the social center, can help to bring out the musical power of both children and parents, in the home and everywhere, and can do something even to counteract the effect of that species of music lesson of which the only visible, or rather audible, result is to put an end to song. The aim should be to make everybody sing, whether they can or not. The distressing first results proceed not from lack of ear—our ears are mostly long enough—but from defective vocal control. Nobody can hit a mark with the voice the first time any more than with a ball. Dr. Crothers has well commended the "congregational singing" at the Rochester school cen-

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ters, pointing out that if we can get such results as that, there is no longer any need of war.

Of course cornets, brass bands, drum corps, and even choruses will be best in some basement, crypt or catacomb at first. Perhaps a disused gasometer could be utilized. I know of one instance in which the practice was carried on in a distant and deserted barn.

8. DANCING

More primal even than singing—first of the Muses and mother, I think, by correct mythology of all the rest—is the art of dancing. This also should be cultivated from the kindergarten into advanced old age. The playground and social center should not only teach folk dancing but should have social dances also, taking care in every case that the mothers know where their daughters are and how they get home. I think we can do something to break down the present social barrier by which those of us on the shady side of seventeen are excluded from the social functions of our own children. I know one family in Boston that have for a generation or so given the pleasantest parties in our part of the world. When I first went to them the range of ages was from eight to eighty, and this assertion of age democracy was a potent cause of their success.

9. CELEBRATIONS

Finally, the playground might, like the school, encourage the celebration of the home itself by recognizing the children's birthdays, Thanksgiving, which is especially our family holiday, and by suggesting Sunday excursions and other occasions for doing things together. The dramatics, literature, songs, and games that I have spoken of will be potent allies in this business. For, as I said at starting, the home must learn not only to perform its serious function, including that of being a place where the children play on their own account, but to play itself. Just as a city is not fully alive unless it learns to laugh in pageant and festival, to restrain its more sober thought in architecture, to burst forth in song, so the home must learn to dance and sing and play the banjo, to romp and write poetry and read aloud, to celebrate occasions, have standing contests—like a family I know who have carried on an internecine warfare at whist for some forty years—and otherwise disport itself and entreat its soul in play.

FOLK DANCING AS A MEANS OF FAMILY RECREATION IN THE HOME*

MRS. JAMES J. STORROW

Chairman Committee on Folk Dancing of the Playground and Recreation
Association of America

A FAMILY PARTY How pleasant it will be when an hour or two after dinner grandpa and father lay down their papers, grandma her knitting, mother the family stockings, auntie her picture puzzle and their children their school books and someone starts the gramophone, to see all the family join in a Scotch Reel or a Danish Firetue. It makes a pleasant picture and there is every reason why we should look forward to seeing it. If there is to be no room in the family tenement large enough to hold the whole family, they will step over to the nearest school house and meet all their neighbors to mingle with them in the merry mazes of a dance. At present, however, it is only the children and teacher who know any variety of dances or have the muscular development to enjoy them. Grandpa and grandma, father, mother and auntie have for many years made up their minds they are too old to learn anything new. They believe that what they want after a day of office or shop, social or house work, is an evening of inaction, either at home or at the theatre. They are encrusted with a shell of self consciousness which makes them afraid of appearing foolish and for one of their age to step lively in a dance appears to them supremely ridiculous. The higher up in the social scale you go, the more generously people will advise dancing for young people and social service clubs, and the less of it they will think they can do themselves. As a means of exercise for girls and boys and to break up snobbery and self consciousness among them, folk dancing has been tried out and found to work wonders, almost miracles. It will do the same for grown-ups; it is doing the same where it is given a trial, but dynamite and a derrick are needed in most families.

Grandma, mother and auntie have all their lives worn shoes too narrow and pointed, and consequently have trouble with their feet. Their clothes are ingeniously arranged to prevent the possibility of

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, June 6, 1912

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their breathing naturally. Grandpa and father, while they have not tried to make their feet look smaller than they are, have not used them enough either to walk or carry themselves well, and are beginning to suffer from general stiffness in the joints, which they accept with more or less grumbling and ill temper as inevitable at their age. They have all forgotten the joy of doing something with their own hands or feet and they take their pleasures passively watching others act or sing.

Even if they wanted to exert themselves, however, where could they do it? They could all as individuals join classes in carpentry, millinery, drawing and dancing, but the family would be split up and never meet each other. If they wish to dance together, imagine the surprise on both sides if a nice respectable family of three generations should enter a dance hall.

TURNING AWAY FROM
READY MADE AMUSEMENT

They can go to hundreds of theatres and moving picture shows, they can find any amount of unhealthy passive amusements, but there is no demand and no supply of the active kind for families. When people play tag or prisoner's base, coast, skate or jump rope, you can see they are enjoying themselves but the later forms of amusement are not so convincing, and I for one frankly doubt if many amusements amuse or entertainments entertain. There is much forced gaiety and empty laughter in the glaring restaurants and at stupid vaudeville shows. When pleasures come ready made the pleasure somehow oozes away. When you take part in your own entertainment, however, imperfect it may appear to others, it is pretty sure to entertain you. Now every child knows this; you cannot fool a child into thinking it is amused if it isn't, but as the pressure becomes stronger from without and we are constantly obliged to compare our own imperfect efforts with the finished work of experts, we become shy and reticent, afraid to betray our inferiority by doing anything ourselves and we try to show superiority by detecting faults in the performance of others and of course minds as well as bodies become stiff.

Can the delight and charm of doing something ourselves and taking an active part in our own amusements overcome the habit of buying all our amusements ready made? In that lies the question of whether folk dancing can become a part of our home life. There are individuals in middle life who are taking notice. Our honored

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president says that the age to learn to dance is the age you happen to be, but the best time to practice the art is from fifty on. There are encouraging signs all about and those who are listening can hear daily the crackling as one after another breaks through the shell of middle age and joins the ranks of the will-be-youngs. The Monday Club of paid social workers in Boston had this year a Dickens party in place of the usual annual meeting at which usually the topics for discussion have been their problems. As a result of some dances practiced for that occasion we are to have a class of 60 in folk dancing next winter and we may be obliged to have two classes. A class of 80 people drawn from different parts of Boston, of ages varying from 16 to 40 met weekly last winter at the Y. M. C. A. At the first few meetings all wore badges marked with their name and there was no formal introducing except to the patronesses. After a march, all in grand right and left and at a signal danced with whomever stood opposite them. At every meeting this was done several times. There was no chance for wall flowers or stiffness. Dancing is not only a rejuvenator but a grand mixer and the results of introducing all kinds of people to all kinds of dances this last winter has been most interesting and encouraging.

STANDARDS The trouble is there are too many kinds of dances. It is not always easy to see where you are being carried by the tide. A dance that looks perfectly innocent when danced by refined people can become indecent with such slight shades of change. It is vitally important to establish standards of taste and educate people up to them. It is amazing the ignorance among even cultivated people in this respect. Our friends allow their daughters to make exhibitions of themselves in a way no North End mother would allow for a moment. At present anything goes. There seems to be total ignorance on the subject of what constitutes good dancing and yet the principles can be as clearly defined as those of any art. It seems to me they can be boiled down to three.

I—There should be pleasure in dancing. Looking at the stolid gum-chewing faces at a public hall you cannot believe there is any real enjoyment beyond embracing the partner of your choice. There is no freedom of movement, no abandon, little if any rhythm, for few keep time.

II—Dancing should be for pleasure and not primarily for show.

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The moment it is self conscious there is something wrong. If in fancy dancing a position is taken because it is believed to be graceful, it isn't. There is no meaning in it, cut it out. That is one thing wrong in ballet dancing, it is all meant to be looked at and while stunts are fun to do it is better to leave them to acrobats; it is not beautiful.

III—Dancing must develop the body naturally, strengthening the muscles in natural positions, not distorting them. That is another reason ballet dancing is not beautiful, the positions are distorted, over developing some muscles, and allowing other to become weak.

The selection of dances for the schools in New York has been admirable. There the rule has been to teach only those dances that do not call attention to the individual and in which the positions are good from a physical training standpoint. I think that if solo dances can be used with judgment they are very valuable, but with large groups of children that is hardly possible. If Rule II is applied to solo dancing it may be all right; that the dance is primarily for the joy of the dance, not to exhibit the dancer.

If we succeed in transplanting these beautiful old dances of other countries and they take root they will grow and spread and blossom into other dances showing the genius of our people and reflecting our life and times. We cannot be too careful to train and direct the new shoots, encouraging some and vigorously pruning others and doing our best to warn society against the poison blossoms that shoot up like weeds in a night. There is no surer way to learn the difference in the kinds of dancing than to dance oneself. Example is stronger than precept. If it is good for others it is good for us. Don't say "we are too old to learn." "We have never danced therefore we cannot." "I should feel foolish" and "appear ridiculous." Don't be a bromide but come on and try.

The Boy Scouts of the Newark Playgrounds have their own fife and drum corps.

The Newark Board of Education allows the playground common the use of school auditoriums for dramatic performances.

THE ADMINISTRATION OF AN INDIVIDUAL PLAYGROND*

W. F. ASHE

Director of Ormsby Park, Pittsburg, Pennsylvania

From all parts of the country comes the constant query "Whom shall we get to administer the affairs of our playground. Ought we to have a man or a woman, a school teacher, a junitor, a clerk or a policeman. Does the head of an individual playground need to have any special training?" At the same time, the cry is constantly going up from enthusiastic young men and women in the colleges—"Your work appeals to us. How should we prepare if we would become effective playground workers?" School teachers are beginning to say, "You have something that we lack—you are making men of boys we thought incorrigible—can you tell us how to apply some of your principles to our work?" And to all of these we must reply often in a rather broad general way, for we ourselves are not always so sure of the answer. The purpose of this paper is not at all an attempt to answer any of these queries in relation to the department of administration, but rather to try to show the way by which each may seek an answer for himself.

THE DIRECTOR What then are the essential characteristics of a man who would become the efficient head of a playground or recreation center? In the first place, he should have a strong, healthy body, preferably a well trained one. The demands on his strength are many. Child and social psychology forbid utterly the placing of a weakling, physically, mentally or morally, at the head of a playground, or for that matter, in any capacity on the playground. As to his preliminary training, we shall say only a word, as that phase is to be taken up in detail later. He should have as broad a general education as possible, with some stress on psychology, sociology and kindred subjects. He should have a good working knowledge of the principles of education and of the theory and history of recreation. His training should have fitted him for getting at exact facts and drawing accurate conclusions.

Socially, he must be a free lance, able to meet on a common

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ground, men who preach and men who swear, captains of industry and men who eat corned beef and cabbage by the sweat of their brow; men who loaf because they have too much and men who loaf because they can find or will have no job. Especially should he be able to see and catch quickly the point of contact with all sorts of young people—boys and girls—young men and women. Experience in the public schools may or may not prove a help, depending on whether its effect has been broadening or narrowing. He should have imagination, for from the ideal image comes original constructive work. He should have had if possible a rich play experience himself, and should have preserved in himself the spirit of youth. He should possess a boundless energy and enthusiasm for his work. This thing may not be done satisfactorily simply as a job.

Such seem to the limited experience of the writer to be some of the desirable characteristics of a director of an individual playground, and he may possess them all and fail utterly if he has lost the capacity for growth. For the real preparations for administering the affairs of a recreation center comes from the actual practice of administration.

No two centers may be dealt with in precisely the same way even though the two centers be identical in size and equipment. After all is said and done, the fact remains that a recreation center and its equipment is only a tool of the trade, for the real work of the recreation director is with the people, not merely with wood and steel or acres. Those are only the instruments by means of which he hopes to cultivate or to correct certain tendencies of society. Within each individual center lies an adequate solution of its problems.

There are, however, certain lines of investigation only a few of which may be mentioned here, that any recreation director may find profitable in his center, the findings of which will go a long way toward showing the answer to his problems.

KNOWLEDGE OF DISTRICT The recreation director who would be efficient must know his own center. He must constantly test its efficiency, not merely by comparison with others, which is no true test, but in comparison with his own ideals, which are constantly growing. In other words, the measurable efficiency of a park is no fixed quantity, but increases with the growth of the

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administration. The remote possibilities of today become the fixed goal of tomorrow, the passed mile post of this year with a new and more glorious ideal set ahead.

The recreation director who would be highly efficient must as early as possible know more about his community than any other man in it. He must know the number of school children in his district as compared with the present attendance and present capacity of his center. He must know their nationalities, that he may not work in the dark in selecting activities. He needs to find out the possibilities and the opportunities for recreation presented by the schools themselves. Are there vacant lots where children play? Do these vacant lots offer something good that the playground could, but does not offer? What commercialized forms of recreation are there in his district? Are they good or bad? Where are the radiant points of good and of evil? Is his own center the brightest radiant of good in the district? Why not?

Then he should know something of the housing conditions. Are his people so housed that he may encourage neighborhood parties in the homes—or must he bring them to his center for social education and enjoyment? Are the homes well or poorly kept? Are there yards; if so, are they of earth, or debris, or are they paved courts. If the first, why not gardens? If the second, why not clean them up; and if the third, do the children know good games suitable to their own back yards? Do the homes have baths? If not, does the recreation center present adequate bathing facilities readily accessible at convenient times?

He must know his people,—their nationality, occupations, working conditions, use of leisure hours. Have they, if of foreign birth, preserved any of their home country forms of recreation? Has his center reached them? And besides knowing the people he must help, he has a duty in finding the people who must help him. What people in his district can he count on as a nucleus for constructive neighborhood work? What organizations are there with whom he may co-operate or who may co-operate with him? For his call is a social call and there is no place in his scheme of life for antagonism toward any organization working for good in that community. These are just a few of the things that a recreation director will find to be of interest and profit when seeking efficiency. Others will readily occur to you.

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Some one may ask, "Why should a man take valuable time looking into these externals, when he has a man's job at the recreation center itself?" Because in his work he has responsibilities that cannot be met without a thorough knowledge of conditions. He has, first, his responsibility to the community which he serves. There he represents the best of recreation and of social education. Would you ask then why he should know his community? That community has a right to demand that he attempt to give it what it needs, and the responsibility is with him to discover the need. If there is no place in his district where the people may gather for wholesome social intercourse, if his center is not adaptable to social center-work—if there are not adequate bathing facilities, if the recreational possibilities are inadequate, that community must hold him at fault if he does not bend every energy toward a righting of these conditions. His work is social service, and to be efficient it must be intelligent service.

PROBLEMS OF ATTENDANCE

Then he has a responsibility to his playground association or commission. Such association or commission is spending public or private funds, and has a right to demand not only efficient service but enough of it to justify the expenditure. This money comes from dollar and cents people who demand a dollar and cents efficiency. And right here comes in properly the matter of fluctuating attendance which has bothered every recreation director at some time. Concerning an abrupt or gradual falling off in attendance, he may well ask himself several questions,

1. Is this a decrease caused by attention to other more compelling interests, and consequently good for the people?
2. Have we been at fault in the activities we have offered this month?
3. Have we operated under such prohibitive rules that we have driven away rather than drawn patronage, or has our rule been so lax that anarchy has disintegrated our usual groups?
4. Has the personality of our employes been such as to discourage attendance?
5. Do the people of our community know what we are offering?
6. Has our work been good—have we done our intelligent best?

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RESPONSIBILITIES Then too, the efficient recreation director has a responsibility to the National Association. Constructive National work can only come as a result of things learned and principles worked out on the individual playground. It lies with him then to gather and be ever willing to pass on the things he has found worth while. He has a responsibility to his teachers or play leaders, who justly demand that he shall show them the way to the brightest efficiency. He has a tremendous responsibility to his city, to his state and to the nation. If his work is inefficient—if he does not offer each year—physically, mentally, and morally better and cleaner citizens, he has not justified his existence nor the existence of his recreation center. Finally, he has a responsibility to himself and his soul's welfare. If at the end of the year he can lay his efforts down along side his ideals and find that those efforts have been true, however short they may have fallen, his work will have been justified.

The writer has never seen a fully efficient playground. He does not know what a fully efficient playground may accomplish. But he has seen visions and dreamed dreams, and the prospect seems passing fair. The fulfillment is not yet. Every recreation director, every playground association, every play leader, every student of children, of play or of society, every man who contributes means for the forward movement, is a member of a mighty team playing for a glorious victory. And when it has been done—when every man, when every woman, when every child in America has an opportunity and a place for wholesome recreation and social enjoyment amidst clean surroundings, we can look back and if we have played the game as we have tried to teach it; if we have not flinched, if we have not fouled, if we have hit the line hard, we shall have been efficient.

THE TRAINING OF RECREATION SECRETARIES*

BEULAH KENNARD

President Pittsburgh Playgrounds Association

The term Recreation Secretary is still so new and has such vague significance to most of us that the task of describing his proper training is no easy one. By Recreation Secretary we may

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mean an official whose duties range from statesmanship all the way down to those of a night watchman. Some cities—many towns want a recreation secretary to arouse public interest, to prepare city ordinances and legislation bills providing for playgrounds and to see that these are put into effect. They expect him to prepare city plans involving a study of local conditions, population, engineering, landscape gardening, children and the psychology of the taxpayer. They want him to supervise all the playgrounds planned, to see that they are crowded with children all day and that the children do not make any trouble for the neighbors. If they have been inoculated with the folk dancing or pageant microbe, they expect him to be fully equipped to produce any or all of these at short notice. He must also be able to regulate athletics of both boys and girls and to correct the abuses of dance halls and moving picture shows. This is not a fancy sketch. It is what is really needed and desired more or less consciously by places which are asking for a Recreation Secretary. The variety of his functions might be increased rather than diminished by taking a little more thought.

KNOWLEDGE OF GENERAL EDUCATIONAL RELATIONS

Yet raw youths just out of college, with a little basket ball and foot ball to their credit, are not ashamed to apply for the position. The whole notion of regulating or standardizing the recreation of the people is new to us and to many people is rather startling. It seems to assail the last stronghold of our personal freedom. Even children resent interference in what they have chosen to consider their game and there are many grown-ups who are scandalized by the statement that children must be taught to play. For these and other fundamental reasons the recreation secretary should have a generous amount of pedagogical training, knowledge of the theory of education into which he may fit the play theory. If he thinks of play as physical education merely or as physical training plus a good time, he must necessarily be limited in his ability to plan and supervise adequate play facilities. But the only way in which he can appreciate the social value of play, which is the foundation upon which to build a permanent and satisfactory play structure, is to have seen its general educational relations.

STUDENT OF SOCIETY

He needs social psychology and sociology in order to put himself in the place of those

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whose spontaneous and instinctive activity he is to lead. In a country with the diversity of interests, mixture of national traditions and variety of social conditions which this democracy has, the student of play needs to be a student of society, for we are coming to understand that play is one of the means—perhaps the most important means by which society functions. When an individual or a community has ceased to play it has ceased to live in any true sense.

FOUNDATIONS OF RECREATION CENTERS

The recreation secretary should add to this general knowledge of play a more specific knowledge of the limitations of public playgrounds or recreation centers. Many otherwise effective men have made serious blunders from the lack of this specific knowledge. They have tried unsuccessfully to secure the freedom and loose organization of the small group with unlimited play areas in a large group with very contracted play spaces. For this knowledge nothing but experience on the playground will answer. Experience is the only teacher of method in a field so new as this, yet just because it is new and still in the experimental stage the student should know what is being done in other places and should consider himself a novice until he has tried out the theories of other leaders.

The greatest need today is intelligent adaptation of games and all other play activities to the forms suitable to the rather limited facilities of the average municipal playground. Children of high grade intelligence have a very rich play life under free conditions. But under city and town conditions of the present time the opportunities for play expression are very limited, and so the instincts have been either atrophied or perverted. Not only have we need for competition and co-operation in games, but some substitutes must be found for the wanderlust, the collecting instinct, the constructive instinct, the investigating spirit, which leads children to roam the fields and woods, to collect birds' eggs and nests, and other specimens more or less valuable or objectionable, to build houses, windmills and waterwheels, and make dolls' clothes, to explore all kinds of queer things, and places. The value of the play field for young children will depend on the extent to which it can satisfy and develop the normal play life of the children.

In community recreation the secretary has two problems: the massing of his own units in general activities—athletic contests,

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pageants, play festivals, all of which have special interests and require special study,—and the regulation of the commercialized recreation of the city or town which has in so many cases been sadly neglected and become demoralized as a result. This requires a knowledge of conditions and laws in the more advanced places and the ability to adapt such knowledge to local conditions. All schools having in mind the training of recreation secretaries should have a course in commercial recreation including a course in amateur detective work!

CREATION OF PUBLIC SENTIMENT That which many cities place among the first duties of the recreation secretary we may mention last, not because it is least important but because it is dependent on what has gone before, namely the creation of public sentiment. If the secretary has a superficial knowledge of play himself, he will arouse but a superficial interest in it, but if he knows his subject well, his presentation will appeal to the imagination and the reason of those whom he tries to influence and the results of his work will satisfy even the terrible taxpayer.

COMPREHENSIVE TRAINING We cannot find such adequately trained secretaries in large numbers at present but we may make a beginning toward finding them in the future if we recognize the functions which they are to have in the community and do not deceive ourselves with the idea that, as it is merely play, any one can do it.

Play courses should be therefore graded according to the work which the student plans to undertake. Every man or woman who enters the play field today should be trained. The scheme will stand or fall upon the efficiency of its leadership, whether of the small group or the combination of playgrounds.

The leaders of athletics, of dramatics, of constructing of little children's games, should have special training for their tasks, but beyond this the recreation secretary should have a knowledge of all these special activities and an added training in administration, city planning and social work in the broadest sense. The playground is society in miniature. Our play system, if it is a good one, touches society on all points from the schools to city hall, from business and trade to social clubs, from athletic fields and parks to dance halls and poolrooms, from the oldest inhabitant to the latest immigrant. Can the training of the one who is to direct this system be too comprehensive?

NEW DIRECTOR FOR LOUISVILLE PLAYGROUNDS

Mr. Guy L. Shipps, who has been director of Davis Square, Chicago, has been appointed director of the Louisville, Kentucky, playgrounds for this summer.

Mr. Shipps is a graduate of Ohio State University, and has held the following positions: Supervisor of the athletic field of the Playground Association, Columbus, Ohio, summer of 1905; Playground Instructor for Recreation League, Louisville, Kentucky, summers of 1906 and 1907; Director of boy's clubs, University of Chicago Settlement, September 1907 to June 1908; Investigator for Bureau of Information and Advice, Charity Organization Society New York, 1908; Secretary Inquiry Department Chicago Bureau of Charities and United Charities of Chicago, 1909; Fieldhouse Director Davis Square, South Park Commissioners, January 1910 to date. In all these positions Mr. Shipps has proved himself most efficient.

A COUNTY PLAY PICNIC

The Windsor County Play Picnic and Athletic Meet held in Woodstock, Vermont, for the last five years is noteworthy not only for what it has accomplished in a social and recreational way for Windsor County but because it suggests how people may play together in other rural communities. This annual event in which the school children and grown ups, too, take part and which unites the people of the county in a common interest, is the outgrowth of the thought and plan of A. C. Hurd, County Secretary of the Y. M. C. A. and is still under his general direction.

The Play Picnic and Athletic Meet held this year on June 15th was attended by not less than 1500 people and was a day full of genuine wholesome fun and enjoyment. The features of the day included a Girls' Volley Ball tournament in which girls from six of the county high schools competed, model aeroplane flights, fly casting and trap shooting contests, folk dancing, drills, games and the usual athletic contests. Two novel and most amusing events of the afternoon were the harnessing contest in which the participants tried to see who could "hitch up" the quickest, and the horse back race in which each rider carried a glass of water, the winner being the one who had the most water left at the end of a 100-yard dash.

THE STORY OF A VACANT LOT

LEE F. HANMER

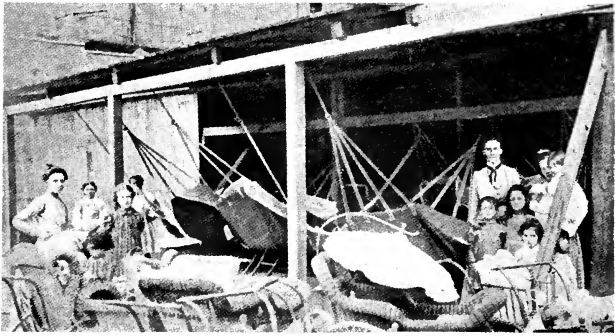
Russell Sage Foundation

You will have to imagine how it looked in 1896 because at that time no one had ever thought enough of it to take a picture. There were tin cans, scrap heaps, broken bottles and prowling cats. A high board fence shut it off from the street, blank sides and rear windows of tenements, with their fringe of family washings and fire escapes loaded with "bedding out to air," bounded the other three sides.

A secret passage served as a means of entrance and exit for a gang of young toughs whose custom it was to assemble there under the cover of darkness to recount the exploits of the day, plan depredations for tomorrow and initiate recruits into their ranks. There were just 13 city lots in this tract and it did seem that 13 must indeed be an unlucky number, nothing good seemed to come out of it. The place was an eyesore and a menace to the community.

Early in the summer of 1896, Mrs. Cornelia H. B. Rogers, the owner of this piece of property, proposed to the Union Settlement to give the use of it free of charge on condition that the Settlement equip and maintain it as a playground. This was in the early days of the playground movement. At that time the city had not a single playground of its own under the Park Departments. The Settlement accepted Mrs. Rogers' offer and a committee of neighbors was organized to raise the necessary funds and to put the grounds into condition for use. It was found that this would cost about \$600. Subscriptions were solicited amounting to about \$125 which came in in amounts varying from ten to fifty cents. Tickets were sold for the opening day which augmented the funds somewhat and the remainder was contributed by the Union Settlement. The opening took place on August 10, 1896.

The equipment consisted of a rough shanty that was little more than a storehouse, a wooden frame support for swings and a shelter for mothers and babies. The place was enthusiastically patronized by the youngsters, the attendance averaging for the first summer about 400 per day. The Union Settlement provided the supervision of the grounds for several seasons, but in 1901 the Board of Education supplied a kindergartner for the entire season and an additional helper for part of the summer. This co-operation continued



THE FIRST
EQUIPMENT



SOME OF THE PATRONS

THE STORY OF A VACANT LOT

and increased until 1903 when the playground was taken over by the Board of Education.

About this time the feeling began to develop that the city ought to acquire the plot and set it aside permanently for a children's playground. It was difficult in those days to get city authorities to see that the appropriation of municipal funds for the purchase, equipment and administration of playgrounds for children was a legitimate way in which to use the city's money. Two years later, however, Controller Grout interested himself in the project and with the co-operation of a group of citizens secured an appropriation with which to acquire playground sites. With a part of the money this plot was purchased. In 1907 it was turned over to the Park Department.

The grounds were subsequently filled in and graded by the Park Commissioner, but it was not until the administration of Mayor Gaynor and Commissioner Stover that effective steps were taken to improve, equip and properly administer it as a playground.



THE EQUIPPED PLAYGROUND

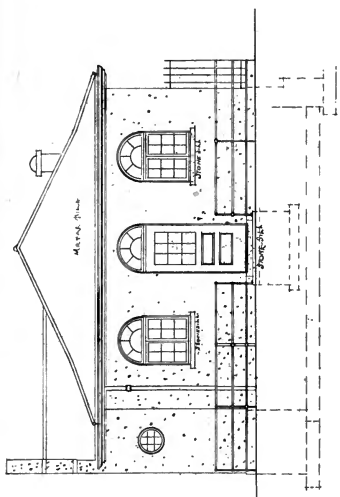
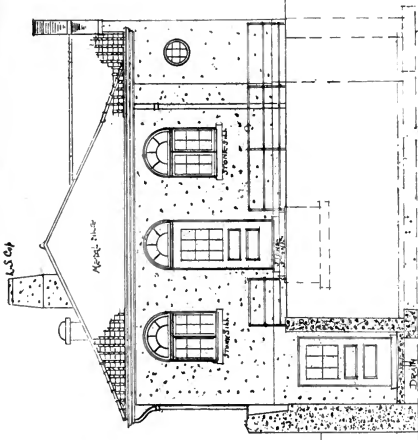
THE STORY OF A VACANT LOT



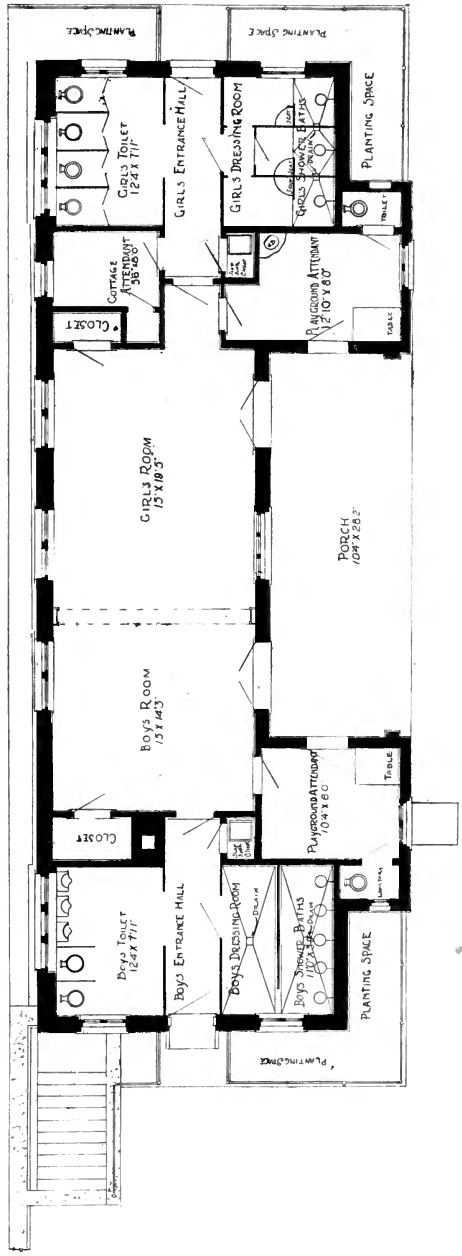
ANOTHER VIEW

The picture of that vacant lot in 1896 and that of the splendidly equipped playground dedicated in April 1912 tell in a striking way the progress of the playground movement in American cities. The children are "coming into their own" because the American people have come to believe that the way in which the young people spend their play time has much to do in determining what manner of men and women they are to be.

The accompanying diagrams show the splendid field house that has recently been erected—a model of beauty and economical arrangement of space. A first-class equipment of swings, see-saws, slides, giant strides, etc., has been installed and the artistic fence that encloses the grounds has built into it a concrete seat extending around the entire space and adding much to the comfort and utility of the grounds. Commissioner Stover has succeeded in devising a style of finish for the concrete work that discourages juvenile frescoing with pencil and chalk and is artistic and beautiful.



END ELEVATIONS



FLOOR PLAN

BOOK REVIEWS

GAMES AND DANCES*

Surely no one need sigh for games and dances while Mr. Stecher's book is available with its provision for children of any age or temperament. Not only many of the old standard games—in their classic form,—but also new games and suggestions for drills may here be found. It is a question whether any wide-awake play leader will care to sink his own individuality and originality to such an extent as to take drills already worked out in detail to music—even to the number of steps to a bar, yet many will be glad to use these as a guide.

And if one is not interested in this part of the book, the many games so simply and clearly described that the boys and girls might use it as a handbook, the folk dances, the athletic events, all carefully graded, will still be found most useful.

Then, too, there is a table of age standards, average records, tests, and a number of quiet games for warm days or for use in school rooms, and a preface with ideas for the use of the book and a little of the fruit of Mr. Stecher's long experience with games and dances.

FOLK DANCE FESTIVALS, THEIR GROWTH, AND HOW TO GIVE THEM†

Anyone who has set forth to find ideas and information regarding festivals set down in a definitely usable form and has returned worn and weary and with empty hands, is quite ready to seize such wealth of material as Mrs. Needham presents without captious criticism.

It is a book which increases in favor with the reader as he goes, for it is based not only upon wide knowledge about folk ways and customs suitable for festival themes, but upon broad, actual experience and upon unusual originality and a deep seated belief in the bigness of the festival idea, which the reader cannot help sharing—"For the festival is one means of self-expression,

* Games and Dances, by William A. Stecher, B.S.G. John Joseph McVey, Philadelphia, 1912. Price, \$1.25 net; \$1.37 by mail

† Folk Dance Festivals, Their Growth and How to Give Them, by Mary Master Needham. B. W. Huebsch, New York, 1912. Price, \$1.25 net

BOOK REVIEWS

for community expression, for national expression, for world expression. It helps to break down barriers of race and class. It is a democratic force making for a greater democratic unity."

The book has suggestions for A Pioneer Festival, May Day Festivals, Festivals of Harvest, Thanksgiving, Christmas, Halloween, Washington's Birthday,—and many others, besides going somewhat into the subjects of pantomime, minstrelsy, the mummers, old world festivals, and the theory and practice of festival making.

THE FESTIVAL BOOK*

All who are interested in maintaining a correct historical background for folk festivals will be grateful to Mrs. Lincoln for the service she has performed in gathering together in one book the main facts about the beginnings of May Day celebrations, elaborated by quotations from Scott, Hawthorne, Ben Johnson and others, vivid word pictures valuable in preparing festivals and yet so easily overlooked or never thought of because of their appearing here and there in writing of wholly different type. Of course with so much accurate information from classic sources in the body of the book, one would expect to find an excellent bibliography, and so it is.

In addition to this historical background, the book has five chapters treating of a successful May-Day Pageant, May-Pole Dances with the use of streamers, May-Pole Revels, National Folk Dances adapted for May-Pole Festivals, and a most valuable and suggestive chapter on mechanical construction of May-Pole and accessories and appropriate costuming for May-Day pageantry. The dances and drills are all carefully presented by numbers and diagrams, the music is given, and the whole is colored by a feeling for artistic effects. If there are those who see in the festival an opportunity for the play of great elemental human forces—those who would perhaps sacrifice the pleasure of the spectator to the development of the participant when necessary, and who would therefore wince a little at the formal and external presentation of the material for the dances, at the reaching for theatrical effects, rather than simple spontaneity, if there are such, they will not

* The Festival Book, by Jennette E. C. Lincoln. The A. S. Barnes Co., New York, 1912. Price, \$1.50 net

BOOK REVIEWS

therefore find Mrs. Lincoln's book without value but will rather utilize the beautiful and artistic dances she gives, enhancing the beauty by making them a means of self-expression to the dancers instead of a posing for effect.

PLAYS AND GAMES FOR INDOORS AND OUT*

While intended primarily for the use of teachers in public schools, Belle Ragnar Parsons' *Plays for Indoors and Out* will be found helpful to Playground workers. The author says the "aim of these programs is to infuse a thought content and a spirit of play into the regular gymnastic drill." In her "special directions to teachers" she says, "Keep the work simple and natural. Above all, do not 'teach' the children to play the games or to give spectacular performances. Choose a theme that will afford activity for the whole class and movements that may be repeated several times in succession—not something that is simply dramatic and offers a star part to a few."

With such eminently good sense and feeling for childhood in the preface, what wonder that the games are simple, child-like and full of spontaneity and true dramatic appeal. There are program themes for the first three grades for each month in the school year. There are dramatic activities for whole classes built on Summer, Winter, Fall Activities, the Elements, Plant Life, Man's Industrial, Social, Heroic and Historic Life. These activities are worked out like gymnastic drills, but they are vitalized by the thought content, thus developing that spiritual value of play which is the aim of earnest teachers and playground workers alike.

While any effort of this sort grows to sound inane or insipid as read from the printed page, the book is full of good ideas which can certainly be carried out to the joy of the teacher and the delight of the children. Suggested music and ideas for developing the simple activities into more ambitious games or festivals add to the value of the book.

* *Plays and Games For Indoors and Out*, by Belle Ragnar Parsons. A. S. Barnes Co., New York. 1909

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The Playground

To Promote Normal Wholesome Play and Public Recreation



Fairview Garden School, Yonkers

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Fairview Garden School, Yonkers

THE HARVEST



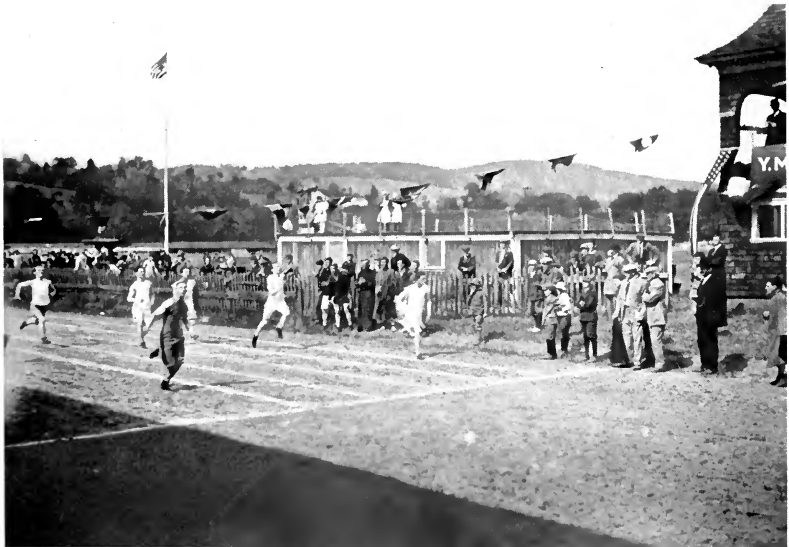
Fairview Garden School, Yonkers

THE FRUIT OF THEIR LABORS



Windsor County, Vermont, Y. M. C. A.

BAIT CASTING CONTEST AT A COUNTY PLAY PICNIC



Windsor County, Vermont, Y. M. C. A.

FINISH OF A CLOSE DASH

WHY RECREATION CENTERS SHOULD BE SUPPORTED BY PUBLIC TAXATION*

HON. NEWTON D. BAKER
Mayor of Cleveland

I am here tonight as a citizen, and I must look at this matter of why recreation centers should be supported by public taxation from the citizen's standpoint, and in order to get any fair start at the question as to whether or not recreation activities should be city activities in the municipal sense of the word, it is necessary to ask ourselves, What is the modern city? We hear the statement that it is impossible to change human nature. I do not know any more misleading and unnecessarily false statement than that. As we have developed from the ancient social organization into the modern city type we have undergone changes in human nature, in ideals, in standards, and it is a good thing if we stop to take stock and ask ourselves this question, What is the modern city? As we know, the ancient city was built, not for industrial reasons, but for military reasons, because it was a way of defending people against their enemies. The modern city is the coming together and the staying together of enormous masses of people because it is too expensive to live far apart, because of the time it would take to assemble for commercial undertakings. The effect of the massing of people in communities in large cities is to forego the natural advantages that the countryside affords. I do not believe it is an unmitigated blessing to live in the country, although I live in the country myself. I am aware of the inconveniences of it, and still I think from the social point of view that the loss that comes to us when we give up the country and come into the city is definite and is a thing which is felt in our lives.

Substitutes for the Country

The American problem heretofore has been the replenishing of the cities from the country. Now the city is on the increase all the time, and we have difficulty to get people to go to live in the country in order to supply us with the crops that make up the necessities of life. The Country Life Commission was inaugurated to try to persuade people to go to the country and

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, June 8, 1912

RECREATION CENTERS AND PUBLIC TAXATION

give up the natural gas and electric lights and street cars and all the other desirable conveniences of city life. It is no longer our problem to replenish the city population by drawing the young men and the young women from the country. The country cannot spare them. We have to look at the things the city does not have that the countryside does have, and then see if we cannot put something into the city life as a substitute for the things people forego when they come to the city. The thing we miss in the city from the country is the amplitude of Nature, the refreshment that comes from seeing the stars in the quiet night, from wandering along the meadow brook, from contact with the flowers of the field and with the song of birds, from the strength that Nature herself gives to the quiet soul that does not even seem to appreciate what is going on about it. Wordsworth makes Peter Ball say that the primrose on the river's brim is only a primrose to him, nothing more. That is a false touch or at least there are very few Peter Balls. It need never be only a primrose to everyone who passes by. It is contact of Nature with man that builds up the exhausted and depleted vitality that long hours in the city give him. When we exchange that for the brick walls, and the smoke, and the noise of the street cars, and the clatter of the horses' hoofs on the pavement, there is a constant drain upon the vitality of men, women, and children alike. It creates nerves, and is the reason why we are apt to fly off. The city tires us by reason of the modern pressure, the long-continued hours of hard work, no longer under the ideal conditions of the countryside. Contrast the modern factory worker, spending all day long, and all his days, simply putting labels on packages, with the old country philosopher-shoemaker, who cut sole leather and discussed politics at the same time. One is typical of the city as the other is of the countryside. When you go into these contrasts you realize that the nervous strain of industry and the suppression of our instincts are the things which hurt us most.

Recreation a City Function

You know there are only two ways to prevent a newspaper reporter from printing a story; one is to kill him, and the other is to give him a better story. This is perfectly true of life and recreational activities in the city. There are only two ways to prevent unwholesome and unhealthful recreation in a city. One

RECREATION CENTERS AND PUBLIC TAXATION

is to have none, the other is to present a fine, wholesome substitute for the bad that springs up. It is a thing that affects the life of the whole city. It becomes a matter of concern to the city. This wholesome recreation ought to be a city activity as distinguished largely from activities that are private, including church entertainments, clubs, or other groups. I say that in the greatest spirit of humility. In the city where I live there are most wise benevolences, and spirits sweet and fine that have established social settlements, which to criticize would be treason, and yet I cannot help feeling that all such activities are merely attempts on the part of individual citizens to supply something which it is the duty of the city to supply. The idea of a privately supplied playground is repugnant to those people who decline to be recipients of benevolence. There are a lot of children who go to the playground of a particular church, or club, or neighborhood, or school, especially a private or parochial school, who will resent any other children coming in. They feel a sense of proprietorship. For this reason it seems to me important that the city should be the head and front of the whole thing; to have it all headed up to one man, and he representing the city. Now this is its value,—that it makes the persons who participate come to associate their leisure hours and recreation with the thought of the city itself. The effect on citizenship is incalculable, if not immediate. It is more or less indirect.

Let us approach the problem by way of another point of view. Ever since the making of books and the writing of histories, mankind has been levying taxes to build jails and penitentiaries and workhouses and insane asylums, and having policemen and night watchmen, and judges and criminal courts, and all the various machinery for the post mortem cure of vicious and criminal people. It is distinctly recognized as a proper social function. It is society's business to capture the thief and the murderer and confine insane persons in hospitals. If that be true, if the treatment of those who have already erred is a proper social function for society at large, then by a strict analogy to the modern theory of medicine which has substituted for the theory of cure the theory of prevention, the anticipatory treatment of vice and disease is a social function. In other words, the city, the modern city, this great workshop—no longer a mere aggregation of persons, but a civilization with

RECREATION CENTERS AND PUBLIC TAXATION

a definite ideal, economical and industrial, a vast mass of people with very definite and highly interdependent functions, so that if one worker drops out the whole social organization is disturbed, so that a little strike in a side industry will throw the whole social organization out of gear,—the modern city, with its great interdependence one upon the other, has an interest as a civilization in the welfare not only of the rising generation but of those who are already doing life's work, in every form of recreational opportunity and activity, whether playgrounds for children or public bath houses, or social centers where even elderly people can dance. The city is interested in the preservation of those vital things that go to make, first good nerves, second good morals, and third a high producing activity as members of the social aggregate.

Diversión of Funds

The city might very well divert (I am not appealing for larger taxation) from the jail and the insane asylum to the playground and the recreation center and the dance hall some part of its funds, in order to prevent the necessity of spending even larger sums on the jail and the insane asylum later. The control and the financing of recreation activities of almost every kind, I believe, is a definite and proper city function.

PLAY COURSES AT COLUMBIA UNIVERSITY SUMMER SESSION

A course especially for playground workers has been given at Teachers' College, Columbia University, during its last summer session. The course listed under topic of "Play Schools" in announcement bulletin was made over into a course on "Playground Theory and Administration," covering the educational foundations, activities and administrative problems in the recreational life of a community. In addition to lectures and reading assignments, special attention was given to observation of playgrounds in operation and of play conditions in city streets, moving picture shows, and dance halls. Besides this special course there were the regular courses in teaching games to children on the practice playground, folk dancing, gymnastics and dramatics.

IS A CITY JUSTIFIED IN SPENDING HUNDREDS OF
DOLLARS FOR NEW BUILDINGS TO BE USED
AS RECREATION CENTERS, WHEN SCHOOL
BUILDINGS MAY BE REMODELED AND
USED FOR THIS PURPOSE*

CARROLL G. PEARSE, MILWAUKEE, WISCONSIN
President National Education Association

This question is an exceedingly vital one,—how to finance playground and social center work. In the first fresh enthusiasm of philanthropic sentiment which sweeps over a community sometimes money is contributed freely by generous persons, but that is not likely to continue. There will be found few communities financially able to carry on such work by private subscription. It is necessary therefore, for us to learn how, in the most effective and economical way, we can provide and use funds which the public, by taxation, must provide. I think the proposition which I have been asked to discuss is not one which needs argument in such a company as this, or in many companies. It certainly looks reasonable that if we use our school buildings only a little while during the day (say, twenty-five per cent. of the day time) for purposes of study, they should be used some of the remaining time for purposes of recreation. The proposition sounds so well that it seems to me to need no argument unless there are difficulties in the way of such use so serious that they cannot well be overcome. I shall try to meet some of these difficulties that spring up when the suggestion of using the school buildings for recreation is made, or the difficulties which people imagine will spring up.

Objections

As the first thing to be noted it is worth while to consider that the hours for recreation are very largely different from those of study. Few people have time for recreation in the forenoon or early in the afternoon. Late in the afternoon and early in the evening are the hours when people who work have time for play. Those who work in factories, shops, stores, are nearly all employed during the hours when the schools are in session, so unless for some other reason there does not seem to be serious objection to using

* Address delivered at the Sixth Annual Meeting of the Playground and Recreation Association of America, June 6, 1912

SCHOOL BUILDINGS AS RECREATION CENTERS

the school buildings for recreation. Since the schools are closed by half past three or four o'clock, they are then available up to bed time for recreation purposes if we choose. It is objected sometimes that school buildings as they stand to-day are not well constructed for these uses, that they lack assembly halls, gymnasiums, rooms which might be used for library purposes, for club rooms, for playing games, for natatoriums, for various other activities which might be suggested. Is this a fatal objection? Those of you who are school teachers realize that within a short time schoolhouses are not going to be so lacking. Few cities are building school houses nowadays without assembly halls. In prosperous cities few schoolhouses are without gymnasiums. Many cities now provide in their schoolhouses rooms for branch stations of the public library and reading rooms. I never could understand when I attend the Young Men's Christian Association why they did not allow members to play billiards. I do not understand now why they do not have bowling alleys. Why is it that a boy who wants to play billiards and whose father is not able to have a billiard table at home, must go either to a saloon or to public pool rooms? Why is it that a boy who wants a game of ten pins must go to a place where he gets something besides bowling between games? As we erect schoolhouses in the years to come we shall have consideration for the natural tastes of young people and shall try to provide the facilities that will attract both in and out of school hours. For any great length of time this objection will not weigh because the buildings have not in them these facilities. In many cities schoolhouses are too small and it becomes necessary to enlarge rather than to build others, and by some wise planning in connection with the reconstruction, the necessary gymnasiums, assembly halls, and other rooms can be provided.

But even if these facilities were provided for the use of the school, it might be true that the school boards would not be sympathetic. Schoolhouses may still be regarded by such boards as the places for reading, writing and arithmetic, and for nothing else. I know of no better way to bring about a change of attitude in certain quarters than to give to such unsympathetic school boards the responsibility of carrying on recreation centers. When the minority board becomes the majority and has responsibility it is amazing what a change comes

SCHOOL BUILDINGS AS RECREATION CENTERS

over the spirit of those who were once in the minority. When we place upon the school board the responsibility of carrying on this work, let us say to them, "Here are things which can be made better by co-operation of the school board than in any other way." In the majority of instances I believe they will respond and that the duty will be well discharged. Fear to the contrary is more bugaboo than real danger.

Interference with Routine

It is sometimes true that school officials, superintendents and principals, are loth to add to their duties; they object to having this work in the schoolhouse because it disturbs the orderly routine which has grown up in the school. I am inclined to think we school teachers are likely to be quite as hard to deal with as the school boards. The school boards are the people's representatives, and stand between the teachers and the people. The voice of the people reaches them more clearly than it does us. Nevertheless I have seen most hopeful signs among the teachers within a short time. Insight into the benefits which come in those schoolhouses where this work is carried on has had its effect upon school teachers who three or four years ago would not have liked the idea. They have seen so clearly the value of the work that they have undergone a complete change of heart. So to you enthusiastic playground and recreation center workers, who have had dismal forebodings with regard to the attitude of school teachers I want to say that even our hearts are warming toward this work and it is possible that you may expect from us cheerful and hearty co-operation.

In connection with this I look in the future for the playground commission in a great many instances to consist of the school board. An important part of the facilities for carrying on this recreation work must always be in school property. Some of them will be park property, to be sure. The school board is in sympathy with play leadership. The people who carry it on are usually teachers, educators. The boards of school directors have regularly organized machinery for sifting the value of workers, for testing the work, for seeing that effective work is rendered. So without the unnecessary duplicating of new agencies I look forward in many instances to see this work growing up in fine form under the direction of school boards. But, whether the playground or the recreation commission is

SCHOOL BUILDINGS AS RECREATION CENTERS

the school board, or the park board, or a special commission as in some cities has been created, is not so important as that it shall be given a place to do its work without undue cost.

The Janitor

In beginning this work, in a few cases, the most dreadful experiences have been undergone with janitors. You know how important the janitor is. When he is sick, or sulky, or unwilling, he can cause much unhappiness. When recreation activities have been introduced into a schoolhouse often the janitor has been more conservative and pessimistic than even the principal or the teachers. He has been afraid it meant that he must stay until eleven or twelve o'clock sometimes. A generous school board has sometimes paid him extra. Some thrifty souls have tried to do the extra work for the sake of the extra pay, instead of employing someone else. An important part of the organization will be the selection and oversight of proper janitor service. The janitor who has a large schoolhouse on his hands has all the work any one man ought to do, especially with the qualifications and education that are common among janitors. To add this extra work without adequate help is foolish. Where the work has been well done it has been learned that one of the first requisites to successful and happy recreational work is to provide adequate, capable janitor service. If someone can come to the building and take charge after school or in the evening, look after the rooms and comfort of the people and see that afterwards they are properly put in order for the next day's work, complaints from teachers and principals are likely to be few, and the general efficiency of the recreation work tremendously increased.

Danger from Germs Insignificant

In discussing this matter today with a person for whom I have high regard, it was said that we should have perhaps in these evening classes people who did not take baths as frequently as they should, whose clothes were not always as tidy as they should be, that the schoolhouse which ought to be sweet and sanitary and hygienic and tidy would be invaded by the profane and the vulgar, might even be infected by those with disease, that germs might be scattered about for the benefit of the school children who would come the next day. There is something to be said on that score. There is no doubt this may be true, and yet many of the children in our schools are with these same men

SCHOOL BUILDINGS AS RECREATION CENTERS

and women for eighteen hours of the twenty-four in their homes, on the streets and in the street cars and other places, and if the school buildings are properly cared for, and if we have vacuum cleaners, if the floors are properly scrubbed and the desks wiped, the danger is so small as to be, if not negligible, at least insignificant.

There always has been, so far as my experience goes, more or less trouble about this use of day school rooms for evening work. In evening schools people come to work at school subjects and sit at the desks of the school children. It is no new thing; it has been done for generations. Over and over again in the years of my experience I have known trouble to arise over the use of the day school classrooms for evening school work,—books and pencils have disappeared, and evidences have been left that some of these evening class men had the practice of chewing tobacco,—but these are perhaps incidental. If the schoolhouses exist exclusively for the little children for half the day, we should keep these things out, but if the school system is a larger thing and should have some responsibility for other elements in the community, then it is necessary for us to take such steps as are needful to see that the buildings are properly cared for and that proper arrangements are made so that not only school children but others who need education and recreation are accommodated also. The books which the children use during the day can be taken out of the rooms used in the evening. And there are other rooms, the gymnasium, the assembly hall, the corridors, the play rooms used by the children in the day time, the basement, all these facilities may be used to supply the needs of the evening service.

Education in Use of Public Property

It is objected that the people who come to these gatherings in the evening are sometimes malicious in the use of the property, and mark and otherwise deface the walls. This is sometimes true. It is not unheard of that injury of this kind emanates from the school children themselves. It is said that these people's manners are bad and is it to be permitted that they shall come together in the schoolhouse and indulge these bad manners? It is thought by those responsible for the work that education is needed in the use of public property. Let us tell them how to use such property, teach them proper standards,

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in order that their standards and manners may be improved. Here is an instance that has come to my attention within the last three months. A social center was opened in the evening in a district where there were many factory girls who had left school as soon as the law allowed. They came to the center utterly ignorant of the uses of social intercourse. The social center attempted to steady these girls in manners. A beginning was made by telling stories of a sort to interest them. The first thing was to get them to sit still long enough to get the point of the story, to learn to listen while someone else was speaking. It took two weeks before they acquired the ability of not feeling so embarrassed in the company of others that they could gradually come to control themselves. In three or four weeks these girls who had been so rude that it was a matter of comment became orderly and respectful. The treatment of public property and of conduct in a public building is something which it is exceedingly well to have disseminated in the community.

A New Conception of Community Responsibility

There is in our system of government an institution which does its work for us well,—the postal service. It gathers our letters, puts them together, sends them to various parts of the country, delivers them to other towns and cities. But the people at large hardly realize in this an important part of the government. It is merely a service. We have in every community another arm of the law which controls and constrains and drives boys off the vacant lots and forbids playing ball on the streets, which tells them to “move on” from the corner. It is not a good thing for our boys and young people to know only this arm of the law. There should be some place where these citizens-to-be can come in contact with the agencies of our government other than in the form of the policeman; so we have this institution which we call the school. To it the little children come. Here they are brought into touch with the educational agencies of the government. But there is no place now where fathers and mothers and older brothers and sisters can come and get in touch with the standards and ideals of the American people as they might do in the public school. It is a fine thing for cities to erect separate buildings and provide splendid parks for the recreation of their citizens. These are evidences of the good will of the municipality. Yet I deem it

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a finer thing if in some way we so arrange that not only the little children, and the older boys and girls, but the still older brothers and sisters, and the fathers and mothers, can come together into the public school, can here get in touch with the educative and philanthropic tendencies and influences of the public school system, and here acquire some of the standards of the American people, some of the ideals which we hope as the years go by they and their children will recognize and live up to. If by allowing in the schools this new educative influence we can bind more closely the loyalty of the people each to each and each to the public school we shall have accomplished a wonderfully fortunate thing for them and for the school. What is fortunate for them and for the school is fortunate for the community, is fortunate for the state.

THE SCHOOL AS A SOCIAL CENTER AND ITS RELATION TO EVENING RECREATION CENTERS AND OTHER ACTIVITIES *

W. C. MARTINDALE

Superintendent of Schools, Detroit, Michigan

The school as a social center means more than the establishment of public playgrounds or the employment of certain buildings for club use several evenings a week. It not only means a reconstruction of the planning of school buildings but also a change in the attitude of the community toward the school. The school is still looked upon as a place of repression by our boys and girls, a place of straight jacket discipline by many parents, who when they enter a school building are wont to walk on tiptoes and look furtively around for some imaginary pedagogue to call them to account for not turning at the brass tacks or for some other reason to hold them responsible for some finicky offense known only to the profession.

Since the question of the larger use of the school has been under discussion much has been told of the constant use of the little red school house as a civic center. Some of this is imaginary, some real. To be sure, there were during the winter term the usual magic lantern show with its final "Good Night" slide and the yearly visit

* Address delivered at the Sixth Annual Meeting of the Playground and Recreation Association of America, June 7, 1912

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of a prestidigitator who pulled money out of unheard of places and could scramble eggs in deacon Brown's high hat. There were also spelling contests, writing lessons (ten for a dollar), and singing lessons, but with all this apparent use the gatherings were intermittent and unorganized. If the present movement is to continue there must be two elements present, the Board of Education with its organizers, the people ready and willing to take the initiative in the matter of arrangements. The second is a most vital point as the people must furnish the leaders to suggest, organize and assist in all the activities offered.

Evening Schools

In the wider use of the schools we have our evening schools in which foreigners learn to speak and write English. Detroit had in the evening schools the past year forty different nationalities. These foreigners learn something more than to speak and write English. They learn of the customs of the people, their manner of living, their attitude toward civic questions. They learn of the government of their adopted country, of the laws and their duties as a part of the community. They learn that the public school is the common democratic meeting place where their children can best prepare for their life work and later, by loyalty to the institutions of this country, repay their great debt for the opportunities opened to them.

In the evening continuation classes in the high schools are taught English, German, French, Spanish, commercial subjects, Mathematics, Physics, Chemistry, Mechanical Drawing, Machine Design, various branches of shop work, including pattern-making and work in the machine shop. The mission of the evening classes is not wholly for opportunities to study. The work in the shops, the department of household arts, the gymnasiums are a striking feature and of great social and civic value. These reinforced with entertainments and social gatherings lend a distinctive character to the work and provide an outlet for those necessary human yearnings for self-expression and companionship. All these and many other subjects are offered the four thousand students enrolled in the Central, Eastern and Western Evening High Schools. These schools afford the young men and young women who left school either because of financial reasons or because the school did not seem to offer what they most required, a means of continuing their education along lines related closely to their daily avocations. The results justify their maintenance. The argument used for these schools

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is that the young men and young women who find it necessary to leave school to contribute to their own support and the support of the family are entitled to the opportunities offered by the night high and continuation classes. That is, that the boy and the girl who must leave school early are entitled to the same consideration in the matter of instruction at *public expense* as the more fortunate boy or girl who is able to continue courses not only through the elementary and high school but also through the university by means of funds raised by *public taxation*. I shall consider this matter upon even broader grounds; that is, the industrial, commercial and civic needs of every community require that opportunity for better preparation for not only their daily avocation but for community life be furnished, to the end that the young men and young women as future homemakers shall be given every opportunity for improvement that their ability, inclination and financial condition will allow.

Playgrounds and Vacation Schools

The Detroit public playgrounds and vacation schools with an aggregate attendance of two hundred thousand the past summer are another feature in this modern revived view of the school plant as belonging to the public and not to the Board of Education.

Baths

The public baths were started as part of the playground activities. The swimming pools in which the past summer forty thousand swimming lessons were given also have their place. With all these activities the public are only beginning to awaken to the fact that the schools are for their use not five and one-half hours a day but for the entire twenty-four hours.

Civic Improvement Clubs

Each day high school with its debating societies, Houses of Representatives, Orchestras, Glee Clubs, School papers, Literary and other societies, class entertainments, gymnasium classes and *team work* are much more than places for lesson getting. They are real social and civic centers, where all are a part of one great family, the school, that neutral ground where the rich are poor and the poor are the peers of their fellows. Another phase of school work which illustrates the wider use of school buildings, has been brought about through granting the use of these buildings to various clubs, principally civic improvement clubs. In many sections of our city, civic improvement societies have been organized for the purpose of securing improvements especially needed in particular sections. The

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meetings of these clubs attended by large numbers of enthusiastic citizens, are held regularly in school buildings and the open discussions which take place have proved to be of the utmost benefit to the community.

There are other club meetings held in the schools such as that of the Northwestern Research Club which uses the school buildings for lectures upon some theme related to literature, science or art, or, in fact, any subject of interest to the general membership of the club. We find some hesitancy on the part of the members in attending meetings held in school buildings, probably for the reasons previously given. We expect in time that meeting in a school building will be taken as a matter of fact and that the apathy shown by some of the people toward attending meetings in schools will finally disappear.

Lectures and Entertainments

The privilege of giving lectures and entertainments in school buildings has been accorded to the Detroit Federation of Women's Clubs, who for the past twelve years, have labored earnestly and faithfully to give to the people of the localities where they are most needed, a series of entertainments and lectures particularly adapted to their needs. Last year nearly 150 of these evening affairs were held and I believe that before the session closes fully that number will have been held this season.

Evening stereopticon entertainments based on the regular school work are a feature peculiar to Detroit. Over 75 per cent. of our school buildings are constructed with large auditorium-kindergartens and equipped with stereopticons. We have a collection of 7,000 slides which circulate among the different schools illustrating all of the countries of the world, masterpieces of literature, famous paintings, and many other subjects which illustrate various phases of school work and bring life and action into it. The slides are used to illustrate the regular school lessons which are repeated in the evening under the direction of the principal and teacher and with the addition of a few songs by the children provide a most enjoyable and instructive program. These entertainments have had a twofold purpose. They have served to bring the parents into closer touch with the schools and to acquaint them with present day methods of teaching, and they have been the means of providing not only entertainment but, in many cases, instruction to the patrons of the district. A notable feature is the large number of men

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present—an aggregate attendance of 20,172 being reported for the season of 1910-1911.

The Social Center, the Evening Playground

The Detroit plan which has been followed from the beginning of having social centers open five nights a week, two nights for the boys and two for the girls, and using Saturday nights alternately, has been pursued with entire satisfaction. The social centers during the past winter were open exactly one hundred nights, beginning with the second of October and closing on the seventh of March. The aggregate attendance was over 12,000.

The purely social side of the work includes the gymnasium and athletic features. It has been said that—"Any sort of activity tends to become play for the individual when skill in it is thoroughly acquired and reactions become subconscious so that it is easily done." If this be true, then many of the young people who come to the social centers in the evening who work in factories all day and perform the same tasks over and over, in time would come to regard their work as play. However, we know that this is not so, instead of becoming play it has become drudgery because the tasks set for them are either too monotonous or the environment is so unpleasant that they get no pleasure in performing them. For that reason we have found it advisable to introduce more of the recreative activities this year than last.

In discussing the activities that may be carried on in any social center, I am always reminded of what a young man told one of our directors on opening night when the plans for the winter were being explained to the boys—"Oh, well," said the young man referred to, "as long as we can have this nice warm room all lighted up like this where we can come in and meet the other fellows, it's all I want."

Gymnasium

The gymnasium for both the boys and girls offers the most popular form of recreation. The boys engage in boxing, wrestling, club swinging and basket ball, while the girls delight in folk dancing which is for them perhaps the best form of gymnastic work, combining as it does graceful movements with light, healthful exercise. In addition they engage in gymnastic games and basket ball, a number of teams being formed at each center.

Dancing, Dramatics, Storytelling

Alternate Saturday nights the boys and girls are taught social dancing by the physical training instructors. After the Saturday

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evening entertainments we have mixed dancing for the boys and girls of the social centers. The plan followed has been to allow the Girls' Department of a social center to invite the Boys' Department of that center to an entertainment, and after it was over the boys who were accompanied by their director were allowed to engage in dancing with the girls who were chaperoned by the director of the Girls' Department. The next time the party would be given by the Boys' Department. At two of the centers these have been popular, but at the others there was no desire on the part of the young people to have these dancing parties. We have found, however, that we have been able to provide many other popular forms of entertainment. One has been the production of a playlet or of a simple vaudeville entertainment given by members of the club. Story-telling has also proved popular. At other times concerts, elocutionary entertainments, simple—exceedingly simple, lectures and travel talks illustrated by the stereopticon have been given.

Reading Magazines are provided all of the social centers and several or more of the young people may always be seen gathered around the large reading table. The Public Library has established a branch station at each of those social centers and reports that most effective work has been done in reaching the home through the members of the social centers. An interesting story is told in this connection of a woman who attended one of the cooking classes and took home to her husband a German book which she obtained at the Library. Upon returning the book she said—"My man say I can come to the social center all the time if I bring home a good book like that."

Companionship For the working girl or boy who lives in a hall bedroom or at home in cramped quarters, the social center gives splendid opportunities. When a girl living under such conditions comes home from work at night, she enters a cheerless and lonely room or a crowded home in which there may be no one congenial to her. Young people must have companionship. If they do not they become morbid and may develop evil tendencies. Here in the social centers the girls find other girls of their own age of a similar position in life. At once there spring up friendships born of this congeniality. The women in charge of the Girls' Department are experienced in dealing with young people; they are always ready to lend a sympathetic ear and are the constant source of advice and counsel for the girls and young women who attend. In a lesser

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degree the same conditions exist in the Boys' Department. They of course are in charge of men who understand boy nature and are ready to satisfy in a masculine way all of the demands which young men of that age make upon them.

Forming Character It is surprising to note the development in the young people who have attended the social centers: Many of the girls have grown from hoydenish girlhood into womanhood. Their voices have been softened, their manners are more quiet and ladylike, their tongues are more gentle. With the boys the same is true. They have become men, some of them, waxing stronger mentally and physically and although there is no attempt at religious instruction, by necessity they have grown spiritually.

Co-operation of Principals The question of co-operation of principals and teachers in the forwarding of the movement for the larger use of the schools has not entered the question in my own city, as their assistance and co-operation have been given from the inception of the movement. In order to attain the highest degree of success in establishing playgrounds, vacation schools, recreation centers, public baths and the use of the school for public meetings and as centers of neighborhood social activity, this co-operation must be secured.

A New Type of School Building All school buildings erected in Detroit for the last fourteen years have auditoriums that will seat from 450 to 500 people. A number of these buildings have public baths, shops for the boys and rooms especially fitted for Household Arts work for the girls. There are also rooms which have been fitted up for use as gymnasiums. In some buildings we have found it necessary to remove seats from a regular school room, place wire screens upon the windows and use the rooms thus made available for gymnasiums in the evening, though using the rooms as usual for day school classes. It has been found more economical to group the activities which have lately come into the schools, such as evening schools, playground and vacation schools, social and recreation work, in buildings having the most complete facilities to carry on the work falling under these heads. By forming centers in neighborhoods where these activities are needed a marked saving of public funds is affected.

At the Bishop and Greusel Schools, typical of many others, in addition to the day school sessions, are evening school sessions, social

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center work, public playground and vacation schools, shower baths for the boys, shower baths for the girls, shops for the boys, rooms for instruction in Household Arts for the girls and the usual auditorium for lectures, entertainments and parties. We have found that engineers and janitors co-operate in all of this work most faithfully. However, it should be definitely understood that engineers and janitors should be paid for the work they do in connection with these additional activities. They should never be called upon to give their services gratuitously. As soon as they find, as they have already done with us, that these new activities are a part of the regular school routine for which they are paid in proportion to the amount of service given, no objection is made.

The day school principals and teachers co-operate with the school authorities by cheerfully giving up their rooms to be used for other work outside of school hours. It requires some self-sacrifice for teachers and principals to give over the school building for the hours that they are not used for the day school session for other purposes. However, in the matter of advertising and even coming to the schools to assist those having charge of the work after school hours, both principals and teachers have willingly given their time and active co-operation. They realize the wisdom of furnishing boys and girls with the activity of the playground and vacation school during the long summer vacation. They also know the value of furnishing through evening schools facilities for teaching recent immigrants the English language and something of the customs of the people and their institutions.

The day school principals and teachers also have a sympathetic interest in furnishing opportunities for evening recreation and study to young men and young women who find it necessary to leave school early to follow some bread-winning vocation. They know of the dangers surrounding these young people and the necessity for providing wholesome means of recreation and opportunities for improvement. With this intelligent co-operation the work in Detroit has been a success from the first.

Economy of Administration

Now as to the matter of economy in administration—the evening schools, social centers, public baths, domestic science centers for the girls and shops for the boys are all in operation at the same time. The cost for heating, lighting, engineers' service and janitors' service is not greater for all of these activities *when placed in one*

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building than it would be if used for one activity alone. Thus you can see by consolidation and organization a tremendous saving is made in operating expense. The Board of Education is not extending this work more rapidly than a real demand is felt from fields in which the work has not yet been undertaken. By pursuing this policy, the work is a growth and a real part of the school system and not an excrescence.

A National Question

The larger use of the school plant is not a local question in that it affects but few communities. It is a question which must receive a nation-wide solution. The working out of this problem for any one neighborhood or community is a local question in so far as funds and methods of organization are concerned. When a great public work such as the foregoing is projected, those who pay the taxes must be taken into the confidence of those who plan and project. Those who bear the burden of taxation as the beneficiaries must themselves be the ones who carry forward the propaganda. The continuation of any movement supported by public funds depends upon three elements: *merit of purpose and aim, efficiency of organization and economy of management, and results*. A failure in one of these essentials will endanger the success of the undertaking however meritorious the object.

The merit of a civic question embodying purpose or aim is closely related to result. The matters of efficiency of organization and economy of management are the *vital* elements when merit of purpose or aim has been affirmatively settled. It requires VISION to understand the MERIT of a great social movement. It requires power of discernment to effectively organize and to economically manage the machinery necessary to produce results evident to-day, to-morrow and for eternity.

Let us return for a moment to the premises laid down at the beginning of this paper. If the present movement for the larger use of the schools is to continue there must be two elements present, the Board of Education with its organizers, the people ready and willing to take the initiative in the matter of arrangements. The second is a most vital point as the people must furnish the leaders to suggest, organize and assist in all of the activities offered. By permitting those who participate in the activities of the social centers to propose and initiate methods of recreation, entertainment

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and amusement, the social center will evolve *from* and be a part of the community life.

In Zona Gale's clever book "Mothers to Men," one of the councilmen of Friendship Village in a plea for this new movement gives succinctly some reasons for the use of school houses for social center purposes.

"The town's nothin' but roots, is it? Roots, sendin' up green shoots to the top o' this hill to be trained up here into some kind of shape to meet life. What you doin' to 'em? Buildin' 'em a great, expensive schoolhouse that they use a few hours a day, part o' the year, an' the rest of the time it might as well be a hole in the ground for all the good it does anybody. An' here's the young folks, that you built it for chasin' the streets to let off the mere flesh-an'-blood energy the Lord has given to 'em. Put up your iron gates if you want to, but don't put 'em up till the evenin's over an' till there's been some sort o' doin's here like this to give 'em what's their right. Put up your iron gates, but shame on the schoolhouse that puts 'em up an' stops there! Open the buildin' in the name of public decency, but in the name of public decency, don't shut it up."

THE RECREATION COMMISSION *

DWIGHT F. DAVIS

Park Commissioner, St. Louis, Missouri

Our conception of the meaning of the term "recreation" has broadened tremendously in the last decade. Formerly we thought of "recreation" as referring merely to play, especially the play of children, as adults scorned the idea that they too might play. Even the instinct of children for play was looked upon as a rather wise provision of mother nature, designed to fill in the years until the child became a money-making machine. The adult who dared occasionally to play was looked upon as an incorrigible idler, or as a plutocratic parasite on society.

Nowadays all this is changed. We have come to realize that play is an absolute necessity in the healthful growth of the normal child, that through properly-directed play not only the minds and bodies, but especially the moral natures of the children can be developed in ways and to degrees impossible through other agencies.

* Address delivered at the Sixth Annual Meeting of the Playground and Recreation Association of America, June 6, 1912

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Recreation, then, has come to mean not only play, but also education, physical culture and ethics, and has even a commercial side, through the dance hall, moving-picture show and other forms of commercial recreation. The fact that this latter field has usually been an influence for evil instead of good does not indicate the failure of this influence, but rather its perversion along improper lines.

Adults Even for adults the necessity for recreation has been slowly perceived. We are beginning to realize the danger to the community of allowing men to be worked twelve hours a day, seven days in the week, of permitting children of tender age to be exploited in mine and factory, or the mothers of the race to be overworked at the very time when they most need rest and care. The efficiency expert is teaching us that even from the economic standpoint overwork is dangerous, while the recent investigation of the effect of overwork on women has shown not only the economic waste but the irreparable damage to the community.

Recreation, therefore, is now recognized as a valuable, indeed an absolutely essential factor in our civilization. This recognition has brought about many important developments in local and national policies. The limitations of the hours of labor for men and women, the absolute prohibition of labor for children under certain ages, these are essential if the leisure necessary for recreation is to be given. The establishment of playgrounds and recreation fields and the broader use of park and school grounds are their necessary corollaries, by affording the opportunities for the healthful use of this leisure time. The playground movement, originally limited to the providing of play space for children, is steadily broadening and is slowly grappling with the problem of organizing and influencing the recreation of adults as well as of children.

Political Control Unusual This increased realization of the importance of recreation to the community has raised many new problems in dealing with the proper organization and management of both public and private recreation. One serious difficulty confronting most municipal enterprises, that of political control, the recreation movement has in most instances escaped, due to the fact that the development of public recreation has been an outgrowth of the playground movement. Even in cities most strongly dominated by partisan politics the feeling has been steadily growing that the schools at least must be

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kept free from the spoils influence. The playgrounds, dealing as they did with much the same children, using in many cases the same properties and employing the same trained instructors, benefited by this latent feeling and were thus more easily kept free from improper political influence. In many cases, also, the playgrounds had been started by private citizens, who were unwilling that the cause for which they had made many sacrifices should suffer when it was taken over by the city government. In order that the benefit of their knowledge and experience might be retained, but more particularly that the training of the children might not suffer from political control, many cities established recreation commissions, into whose hands were committed the direction and management of the playgrounds, public baths and similar institutions.

With the broadening of the field of recreation, however, new problems confront the recreation commissions. The most important of these problems are those arising out of the direction and control of the recreation of adults and the supervision of commercial recreation. The first presents few difficulties. Although differing in detail from the questions which have arisen in connection with the playgrounds for children, they are similar in character and through experience and experimentation will be easily solved. The broader use of park and school properties, the development of recreation fields which offer facilities for tennis, base-ball and golf, the building of swimming-pools, the extension of folk dancing to the older people, evening lectures and entertainments, these and other activities are being provided to a constantly increasing degree. The problems deal largely with administration and will be handled without difficulty by the department charged with the responsibility, whether it is the recreation commission, park board or some other department of the city government.

Regulation of Commercial Recreation

The regulation of the private or commercial side of recreation, which has in recent years become more and more developed, through the moving picture shows, dance halls and other agencies, presents a more difficult problem. The tremendous influence of these commercial amusements upon public morals is now beginning to be realized. It is obvious that the community must regulate them in self defense. Whether to entrust this power of regulation to some existing governmental agency, or to create some new body to per-

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form these duties, is a serious problem. Theoretically the regulation should be done by the police force, but practical experience has proved that under present conditions, in America at least, police regulation of commercial recreation has been unsatisfactory and often demoralizing to the force itself. The fact that political influence is still a potent factor in police affairs, and that the dance halls and moving picture shows are in probably the great majority of cases under the control of men who exercise considerable political pressure, makes regulation of commercialized recreation by the police force a farce at the present time in most cities.

This situation has brought about the demand for regulation of commercial recreation through some outside governmental agency, such as special commissions, or where they exist, by recreation commissions. Two phases of this problem have been presented: the first dealing with the investigation of conditions, and the second with the regulation of the evils invariably found to exist. While of course, investigation is necessary before curative methods can be properly applied, the existing conditions are so well known to anyone familiar with modern city life, and have been so clearly set forth in the reports of the Chicago Vice Commission, the Kansas City Board of Public Welfare and similar bodies, that it is to be hoped little time will be wasted on this preliminary step. Investigation may be necessary to determine the form which the evil has taken under local conditions, but it is unnecessary in order to determine whether or not the evil exists.

The second phase, the method of regulation, presents a more difficult problem.* The ultimate solution, it seems to me, must be through the police force, acting under the pressure of an enlightened public conscience, awakened at last to the enormity of present-day evils, and determined for self-preservation to stamp them out. Until this happy day comes, however, temporary measures must be taken, and the question arises whether this temporary duty of regulation shall be thrown upon the recreation commissions already existing, or upon newly created bodies. My personal opinion is that in cities

* During the coming year the whole question of recreation administration will be investigated by a special committee of the Association and a report rendered at the next Recreation Congress. The question was studied by a special committee two years ago, information being gathered from every part of the country. At that time the committee found the sentiment strong for placing the city playground problems in the hands of a single commission and so recommended. At the present time several cities are considering the question of placing the regulation of commercial recreation in the hands of the recreation commission. Many are convinced this should be done. Mr. Davis presents the arguments on the other side clearly. The thorough discussion of this question will be of help to all. EDITOR

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where the regular police force cannot, or rather will not, handle this problem, the duty should devolve on some other body than the recreation commissions. Most of these commissions are made up of men and women who are interested primarily in the training of children, and who are unfitted both by temperament and experience to cope with the quite different problem of regulating commercial recreation. The average member of a recreation commission has no conception of political conditions which are a potent factor in commercial recreation at the present time, and would not know how to deal with the underground influences which must be fought if the regulation is to be effective. Then too the commissions, while they ordinarily have the confidence and esteem of the public behind them in the management of public recreation, have not the authoritative official influence in dealing with public morals and conduct that will be necessary in regulating commercial recreation. The commissions usually are organized as administrative, not as regulative bodies and their organization and powers would have to be radically changed to enable them to cope with the new problems presented in such regulation. In fact there is no more reason for the regulation of the moving picture show or dance hall by the recreation commission than of the saloon. And finally the fight against the subtle influences behind the dance halls and moving picture shows might endanger the comparative immunity from this influence which the playgrounds have enjoyed, if the regulation of these amusements is put under the same commission that directs the playgrounds.

A Representative Commission

For these reasons I do not believe that the recreation commissions, as organized in most cities, are the proper bodies to undertake the difficult task of regulating public recreation. Personally, while I deprecate the establishment of new commissions for every conceivable purpose, I believe that the plan adopted in some cities of a commission composed of representatives of bodies already organized, might be tried as a purely temporary expedient, to deal with this problem. The school board, park board or recreation commission and the police force are all vitally interested in this question. A commission composed of representatives of each of these bodies, together with a few citizens especially interested in and qualified for this work should exercise a great influence in the proper solution of this problem. Such a body would also assist

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in co-ordinating various departments which are dealing with the same problems from different angles.

Their most important service, however, would not, in my opinion, be the actual regulation of the evils known to exist, but rather the education of the public to the realization of their extent and of the danger to the community of allowing them to continue.

Public Ownership of Dance Halls and Motion Picture Theatres

The whole subject of recreation is in the early stages of evolutionary growth. The first step was the playground for children, maintained by private initiative. Gradually the public recognized the value of this work to the community and took it over as an essential part of the city governmental machinery. Later this recognition extended to the recreation of adults, and this is now being largely developed. The possibilities as well as the dangers of the dance hall and moving pictures are now dimly realized, and it does not require a great exertion of the imagination to see them passing through the phase of public regulation to that of public ownership. Socialistic, perhaps—but if socially necessary, the name should frighten no one. The public school, the public playground, the public bath, though socialistic, are none the less valuable to the community and this would be equally true of the public dance hall and the public moving picture show.

The control and management of recreation should in my opinion follow the same evolutionary steps. The education of the public through private initiative to the value of playgrounds has already brought about their establishment and maintenance as a regular part of the work of city government. The proper provision for adult recreation is simply an extension of this idea. And finally the prevention of the evils incident to the unregulated private management of commercial recreation should ultimately be undertaken by the regular body organized for preventive regulation, the police force, while the constructive adaptation to public use of the forces first developed through private initiative in commercial recreation should be the duty of that department of the regular city machinery already charged with the responsibility of directing the facilities for public recreation.

An Opportunity to Aid in Reforming Corrupt Politics

After all, the question of the proper control of recreation facilities is merely a small part of the whole problem of city government. Government, whether of city, state or nation,

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should be brought closer to the individual citizen. If our theory of universal suffrage is correct, the responsibility for evil conditions rests on him, and he should have the full power to correct them. The more this responsibility is brought home to him in his daily life, the quicker will he awake to the necessity of his fulfilling the duties connected with it. Instead of striking at the roots of corrupt politics, we have in the past gradually taken away from the city governments control of many of the functions which vitally interest us, with the result the average citizen has been content to abandon the remainder of the machine rather than to take the trouble of fighting the conditions which he has dimly realized. A paternalistic management of vitally important functions by outside commissions may bring better results in that particular field, but if by so doing it makes the citizen unwilling to undertake the responsibility of correcting conditions in other lines, the cost of efficient management—even if it were always obtained through unpaid commissions, which unfortunately it is not,—would be too great. So it is with recreation commissions. They have been established in the past largely because of the fear that the regular city government would not properly carry on the work. As a temporary expedient, designed to educate the public to the importance of the movement and to the necessity for its proper conduct, they have served their purpose. Ultimately, however, the commissions must cease to be, as they have often been in the past, more or less independent of the regular city government, and must become a part of the regular machinery. Our problems, whether of preventive regulation or constructive up-building, must finally be worked out through the regular governmental channels, unless we are prepared to admit that we are unfit to govern ourselves.*

* Interested as we all are in good city government many of us are not yet ready in our own cities to try the experiment of giving up our recreation commissions and throwing the management of the recreation centers back into politics for the sake of purifying politics. In the same way educational workers desiring better political conditions, when asked to give up their board of education, question whether good politics will be influenced sufficiently to justify the lowering of educational standards by giving up their board. In both education and recreation there are volunteers with expert knowledge willing to give much time without pay to advising with reference to the problem in which they are so vitally interested. The question is whether while keeping final responsibility in the city government it is possible to have the benefit of the advice of a group of experts who concentrate on the one problem of recreation and stand behind the recreation secretary. EDITOR

CAMP FIRE GIRLS*

LUTHER HALSEY GULICK, M.D.,

Director Child Hygiene Department, Russell Sage Foundation

Mrs. Walter Hervey during the past eleven years has been keeping track of the various organizations and movements which have sprung up and been carried on for boys and girls. Her records indicate that there has been twenty times as much organized work done by and for boys and men as has been done by and for girls and women. But the mere fact that a thing has been done by and for boys in itself constitutes no adequate reason why it should be copied for girls, and unless some adequate reason can be given why one more national organization should not be perpetrated upon a long-suffering public, it should be stillborn.

It is my function tonight, not to describe the Camp Fire Girls in attractive terms which might inspire you to organize a local Camp Fire, but to tell you of those conditions which seem to make it imperative and inevitable that there should come to girls and women a new consciousness of world relations. The women of the world are coming to have a consciousness, not of freedom, but of obligation to the community, which is new, tremendous, compelling. The thing is inevitable.

Mr. Lee spoke last night from the protective and conservative standpoint with reference to the home. Our brilliant president has always been identified with those movements which have sanely endeavored to preserve the fundamental unit of society, the home. He described how work, industry, has well nigh gone from our homes, owing to the introduction and development of machinery. The day of the specialized farm is as true as the day of the specialized city. The man on the wheat field is no less a specialist than is the bank president or the man who drives the motor car; no longer do children work with their fathers; to only a slight extent do girls work with their mothers, as compared with those long ages during which the precious traditions of the home have arisen.

It is not my function to-night to mourn the things that have gone from the home, for there is coming to the community to-day the love, the devotion, which has characterized the home, and

* Address delivered at the Sixth Annual Meeting of the Playground and Recreation Association of America, June 6, 1912

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which is to make the community the larger home. The home, in the sense of its being a set of relationships between a man and a woman, between a mother and a child, between a father and his children, between brothers and sisters, between friend and friend, an organized set of relationships which depended upon work, play and worship together,—has gone, because the activities have gone upon which it was built. The sympathy between the son and the father, when the boy drove the horse and the father held the plow, is built upon a human relationship of necessity, and can never be built merely upon having recreation together,—and I believe in play. The work that has been done in the home has gone to the community, but the significance of this fact has not yet been driven home to us, the meaning of the fact that woman has also gone into the community. It is not because the women of Japan are struggling for the suffrage that now there are thousands of women and girls working in factories. It is not because of human wisdom or desire that hundreds of thousands of women have stepped out of the home, have carried the home into the community, as teachers, instead of sitting merely by the fireside and passing on the traditions of our kind as well as the physical functions of motherhood. They are now passing on the finer traditions of motherhood to mankind,—the love and protection of all children. That is the universal community of motherhood which is to reform our cities into places which shall be beautiful for children and make of our cities the abode of love which women and children have made of the home. Men have made cities that were good to work in. We have made places out of our cities that were bad to live in, but when women and children can do for the community through love and service what they have done to the home, a new world will be with us.

Making Drudgery Romantic

How and what does it all mean, we ask. The greatest crime, the most wicked thing in the world, the thing that works most calamity to humankind, is that which makes the good and useful appear to be dull and undesirable, which makes it seem unattractive to tread the paths of righteousness, to make it appear to be more romantic to go in the forbidden lanes of unconventional life. This is false. We work every day in our kitchens, schoolhouses and shops. Daily life seems to be drudgery. In reality it is romance. What romance, what wonders, are at our service every day, such as our fathers

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never thought of. I received a telegram this evening from my wife in New York, and another from a friend in Indiana; I daily travel in the Subway and go across those wonderful suspension bridges. Last week I saw a biplane flying through the air. I saw from my windows a torpedo boat destroyer going up the river. Every day the elevator carries me up forty stories to my office six hundred feet in the air. My little girl goes to a school such as was undreamed of in any time in the history of the world before. And we close our eyes to all this for some reason, perhaps because the days and years have cast a leaden coating over the brilliant gold. The fundamental purpose of the Camp Fire Girls is to so treat the things of daily life as to brush away the dull gray coating of the apparent daily drudgery and revive the inherent romance, achievement and adventure of human life. To learn how to make ten kinds of standard soups, and to stand before the ceremonial fire and be honored for that achievement is not child's play. It is not gilding lead; it is cleaning gold. And when the girl learns the songs of fifteen birds, it is an adventure to go out into the woods and listen to the birds and learn their songs. It is an achievement to understand the meaning of three kinds of baby cries.

Making Woman's Work Measurable

Woman's work has never been given status. My wife has not known whether she was a good homemaker. It is known whether a woman speaks well, writes well, or dresses well, moves in society with little social friction and much social charm, and things of that kind. But the things which have been considered her serious business, for those there has been no status. By giving an honor for three or four kinds of definite activities performed according to a recognized standard, we establish a status for woman's work. Another thing is tied up in that. Science is only possible where measurement is possible. People always knew that things fell, but until Newton measured the accelerating rate of a fall no one knew the effect of the forces of gravity upon bodies having weight and momentum.

Man's work has been measured to a certain extent because men have moved in a measurable world. Woman's work has never been measured. It is not harder, but there is no measurement, no beginning, no end to any part of it. My daughter, who used to teach, has been keeping house for us. She says that the difference between working at home and working outside the home lies in the fact that

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outside she is community paid and does community measured work; while at home she is supposed to work four hours a day and is paid for it. She does the work faithfully and is competent and efficient, but she says she cannot get it done. If she spends all the four hours every day she cannot get the house so clean but that it could be gotten cleaner. In regard to dishwashing it is the same. Dishes won't stay washed. It is quite an adventure, after a party, to have everyone, guests and all, go down into the kitchen and wash the dishes, but they have to be washed the next meal, and the next, and the next, when there are no guests to make the thing exciting. She says: "As long as I am responsible for this house, everywhere I go I see unfinished work looking at me and calling to me. I am never free from it, since there is always something that ought to be done, even though I have done my four hours' work." You go to your office, factory or school, work certain hours, and then you are out. At home you are never out.

There is no way of measuring the darning of stockings,—you never get them all darned. The Camp Fire Girls have endeavored to find some measurement of the work which girls do, as well as to help them see the romance of it, and to give status to it. I do not mean to say it is as difficult to learn how to make ten different kinds of soup as it is to prove that a stitch in time saves nine, for a week, every week, or as it is to walk forty miles in ten days. I do not know how fair those units of measurement are. That is not the point. The point is that everything counts—and we never had that before. The principle of giving definite recognition for definite work in the home is new in the world of woman's work. Domestic work cannot be standardized and cannot come into the rank of the world professions until it can be measured as other things are measured.

Symbolism and the Formation of Character

How are we going to revive the romance, the beauty, the adventure? The most difficult phase of it we are trying to handle through symbolism. Each Camp Fire Girl gets a new name. One girl who had been much inspired by reading Royce's *Philosophy of Loyalty* chose for her new name "Vega," because to her that meant loyalty, and for her symbol a conventionalized star design, because that meant steadiness, fixed purpose, and all that goes with loyalty. The design will go on her pin and upon her ceremonial gown. The mere fact of that girl deliberately choosing that,

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by which she shall be known, as the symbol of steadiness and permanency, unchanging loyalty, is not only revealing her character, but is creating character.

The little girl whose picture you see in the Camp Fire Girls' book taking the angel dive, acquired power over herself by diving. After she won the test I said to her: "Wawa, how did you plan the race?" and she answered: "Well, I thought if I could get ahead of the leading boy and stay ahead of him I would probably win." And she did. That girl was more or less awkward when she began. She had been criticized so much by her parents that she had become self-conscious and thought only of her failures. But here was something she could do; here was a victory which she could gain in competition with others. She began to understand the happiness of success. She chose the name of "Wawa," the duck, and made for her symbol a conventionalized figure of a duck, which she has put on a silver bracelet which she made for herself. In the middle is her mother's design, and on the other end a design the meaning of which she has never told anyone. I think it has something to do with her future. She wears the bracelet, and it is a sign to her of carrying things through to a successful issue. No number of mottoes or of good texts could stir that girl's imagination so that her character was changed, as the vision of the duck, because it represented a moral victory and control over herself. No memory of any passage she could learn could mean to Vega what her conventionalized star means to her, because it seems as if when we put things into words we thereby limit them. That design represents feelings which cannot be put into words.

Surrounding the Home with Beauty and Romance

If we can take these splendid stirring ideas, the finest and highest that belong to the particular person, and tie them up in forms of beauty which will stir that person's imagination permanently, then we shall have accomplished that which symbols in the world have accomplished. Why should girls be so stirred by the wearing of a gold circle on the third finger of the left hand? Because it says, "I am engaged." But the hopeless inadequacy of those words to express the wonderful relation the ring symbolizes! Here is a symbol limited only by the wearer's imagination. That is why we depart from prose and turn to poetry and symbolism, which reach down to the foundations of things, the ideals, the hopes, the ambitions. If we can stir those, then we are on bed rock. We

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are not so much swayed by intellectual ideals as by the things we hope for, dream of, love and desire.

Cooking used to be thought a very humble, plain thing. Now we put it into our schools and call it domestic science. We arrange a hollow square and at intervals place gas stoves, and in the hollow square are young women in professional cooking garb. At certain hours the school girls come and are shown how to put certain ingredients together to make a result. That is not cooking; that is physics and chemistry. Cooking is the best form of art through which social relations have come to human kind. The common service of the table represents one of the foundation stones of human social life. It has been a part of the traditions and the customs all through the world, eating salt together, breaking bread together, the Lord's Supper indicating the partaking of the common source of life. That is not physics and chemistry. When we take this thing out of the home and cook a hypothetical meal we have taught one of the things upon which the beautiful social relationships of the family rest. It is not of any particular significance to learn cooking. It is a fancy accomplishment. We teach sewing and cooking in the schools. Girls are not going to be called upon to do these things much in after life—why learn them? Because by knowing how to do them the girl expresses thereby her social relationships. If our girls can learn what it means to serve adequately their own friends with their own hands, making perfect physical representations of the social service represented, and partake of the common food together, so that they love it, then cooking has been learned, but no amount of physics and chemistry will establish a love of the home. Love of the home is the fundamental love of human relationships existing within the home, and that is why schools of domestic science are failures. Mothers write in every day saying they have read the *Camp Fire Girls'* book and want to form their daughters and their neighbors' girls into a *Camp Fire*. They are mothers who wish to come again into social relationship with their own daughters. There is no cry so bitter as the consciousness of the little there is in common in daily life between mothers and daughters. The *Camp Fire Girls* promises to do largely what it is already doing to some extent—bring girls to realize their need of, and to love these precious relationships with their own mothers, relations of beauty, romance, adventure, and those things which are basic in social life.

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Team Play

I tried to buy a picture some time ago, called "What the West Wind Said to Me." It was a picture of three trees bending over as if being blown by a powerful, steady wind, the branches all going in one direction, in the glowing western sky a cloud, and dimly seen coming with the west wind, the form of a young woman with outstretched arm and with eyes closed. Just that is what is happening. Suffrage is inevitable, for women cannot discharge this new obligation to the children of the city unless they have power commensurate with their responsibilities. If women are to be responsible for the social life of the community, for getting dance halls that instead of doing harm shall do good, schools that shall be human instead of scholastic, they must learn the kind of power that is indicated by that picture. How are women going to learn it? One way is to learn to do team work. Boys get licked into team work. Girls get none of it in their training. There has been no reason for it until now. What chance have the girls of the coming generation to learn team play? They play basket ball, but only one per cent. What opportunity is there for girls to learn the kind of leadership that the captain of a baseball team gets in the course of three or four years at college? And yet this responsibility is upon us all, for it rests upon men and women alike. Girls must be given an opportunity to acquire power and leadership. The Camp Fire Girls, perhaps, does give opportunity for all girls to learn to keep step.

A girl can only become a Torch Bearer who has trained at least three other girls in something for two months. That is, status is given to the girl who can reach out and take hold and do something which is related to her fellows. If she knows how to swim she can get together a group of three little girls one hour a week and drill them. Those three little girls are examined to see if she has done her work so well that she is entitled to become a Torch Bearer. The examination is of her work, not of herself. The same is true of folk dancing, and folk stories. The learning and telling of folk stories before a group wins an honor. If the girl can train three little girls to do that she can become a Torch Bearer. Next year she can start a little group of a dozen, and then become a Guardian of the Camp Fire. In this way a girl is given a chance to grow in leadership and power such as she never had before in the world's history.

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To Make Cities More Beautiful

The Fire Maker's desire is to me one of the two supreme things, devotion to the community—the new patriotism—to make cities beautiful places in which to live, and to bring about beautiful social relations in the community, as well as in the home. It is the individual expressing her desire and devotion to the community as she might to her own fireside.

“As fuel is brought to the fire
So I purpose to bring
My strength
My ambition
My heart's desire
My joy
And my sorrow
To the fire
Of humankind
For I will tend
As my fathers have tended
And my fathers' fathers
Since time began
The fire that is called
The love of man for man
The love of man for God.”

We may give to our girls, through means of this kind, help to weave the tangled threads of community life into beautiful, suitable patterns—to weave into the tissue of society itself, beauty, romance, adventure and love.

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NEIGHBORHOOD HOUSE, BENNINGTON FALLS, VERMONT



WORK THAT IS PLAY, BENNINGTON FALLS, VERMONT



A GROUP IN THE GYMNASIUM, BENNINGTON FALLS, VERMONT



A RURAL CONTEST, FAR HILLS, NEW JERSEY

THE SCHOOLHOUSE OF THE PEOPLE

CARROLL G. PEARSE

Superintendent of Schools, Milwaukee, Wisconsin
(Bulletin University of Wisconsin)

As a boy in the west I lived in the country; I attended the district school and after I was old enough and had been able to obtain a license to do so, I taught in a district school, and in the district school the people of the neighborhood in those days met many, many times in the course of the year. They came to me as chairman of the meetings and suggested gatherings for debating clubs, for spelling bees, for school exhibitions, for the exercises of the last day of the term, and there came also to the schools and spoke to the people the peripatetic lecturer on phrenology, the wandering astronomer with his telescope and his charts; there came the Republican campaign orator to make his appeal to his fellow partisans, and those whom he hoped to create as partisans. There also came the Democratic spell-binder to make his speech in the schoolhouse. And there came the representative of the granger and the green-backer, a leader of the Populists—and all this sort of doctrine was turned loose in the schools, permeating the atmosphere and creating an effluvium there from which the boys that went to school from day to day could hardly escape. To the schools also came the peripatetic Methodist preacher and preached the gospel according to his lights, and the Baptist preacher according to his lights, and the Christian minister according to his lights, and the Mormon attempted to convince them that the gospel as set forth in the Book of Mormon was the thing, and these people used the schoolhouse. And where there were trees, as there were frequently on the school ground, there were held sometimes school picnics and sometimes the neighborhood picnics—places of gathering for the community. And as I remember, it was only after the towns began to grow, after schoolhouses became more important, that we had more schoolhouses, more rooms in them, and things began to get less neighborly and more formal; and this drove the people away from the use of the schoolhouse as a center. I take it that we are coming back, that this movement is a movement to restore to use this building as a neighborhood center, the place which the people had a generation or two generations ago—the schoolhouse of the people.

HIGHER STANDARDS OF CITIZENSHIP MADE POSSIBLE BY RURAL RECREATION CENTERS *

REV. WALTER B. DICKINSON

Kalamazoo, Michigan

The growth of the social consciousness, the new ethical tests, the precedence of human life over property when the two interests come into conflict, the dominance of the question "is it right" over the question "does it pay," the free mingling of the races, the vision of universal peace, all have been mightily at work setting up a new ideal of citizenship—an ideal founded primarily upon moral law and order but seeking to express itself in noble conduct and efficient service, and embodying the best religious instincts. The press, the schools, the churches having caught the glimpse of a real, dynamic altruism, have been creating a demand for this higher type of citizenship.

How shall it be attained? The rural recreation center may be a significant and powerful means in lifting the standard not only of a conception but of that which is more important, of the standard of actual living for all within its radius of influence. There are at least four ways in which such centers will tend to produce the higher type,—

I. By increasing life's satisfactions.

The times are turbulent and tempestuous; industrial peace is remote; social unrest is immanent; nerve-destroying activities are rampant. In such a time, to build up centers of joy and contentment for the country people will go far toward steadying our national life and maintaining a reserve of normal thinkers.

II. By developing life's imaginations.

So completely have the dreams of material success been fulfilled, so far surpassed are the expectations of the ancients, that there seems to be nothing left to imagine. For thousands, imagination has become either dead or very dim. This means there is no vision. The calling of the seer is past. The rural centers will help re-establish this essential of true living.

* Abstract of address given at Sixth Annual Meeting of the Playground and Recreation Association of America, June 7, 1912, Cleveland, Ohio

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III. By developing individual initiative.

At a time when a levelling process is reducing all to the monotony of uniformity and when the law of averages is being rigorously applied it is necessary, somewhere, to remove the brakes and give the individual a chance to express himself freely.

IV. By proving the capacities of the group.

The rural center will demonstrate what has long been taught, that "no man lives unto himself." As the group prospers so will the individual.

SOLVING THE RURAL RECREATION PROBLEM *

GARLAND A. BRICKER

Professor of Agricultural Education, Ohio State University, Columbus, Ohio

The pioneer farmer enlisted the social instinct of his fellows in the struggle of subduing the wilderness and establishing himself and his children upon the land. There was little or no farm machinery in those days and the farmers were forced to the expediency of co-operation in their farm operations. Those were the days of the husking bees, the barn raisings, the plowing contests, the logrollings, the apple peelings, the house cleanings. In this way the larger farm tasks of the neighborhood were accomplished, without money, and the co-operative method afforded both hardy recreation and crude social enjoyment of the very kind and temper that a simple and sturdy pioneer folk required. Out of this system, which was developed from necessity, doubtless grew those other more strictly social functions of pioneer days that were not essentially concerned with the occupations of the community. These were the circular hunt, the "spellin' skule," the singing school, the taffy-pull, the sugaring-off, the barn dance, the barbecue, the camp meeting.

The conditions that gave rise to these semi-occupational social affairs have ceased to exist, and their forms, as well as those other social occasions that were modeled after them, have

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 6, 1912

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fallen into decay. Besides this, modern scientific methods of agriculture and labor-saving machinery enable us to dispense with the united and co-operative labor of our rural neighbors.

Isolation Isolation begets solitude, and these are serious barriers to social enjoyment and recreation. The homestead system of the open country in America is apt to promote these conditions. The success of the pioneer farmer and the introduction of labor-saving machinery tend to augment the isolation of the farmer and his family. He is no longer dependent upon the help of his neighbors, and has, therefore, eliminated the community gatherings of his fathers. Thus he has cut off his family from the great source of social enjoyment and recreation of rural community life. For this seemingly heartless treatment of his family, the individual farmer is not culpable; this condition has naturally followed in the wake of the evolution of modern life. He has not even spared himself as an individual. Day after day he goes forth to his fields alone with his horse and his machine. Only dumb brutes and rattling machines are his companions now, whereas his fathers were always surrounded by their fellows in all the larger undertakings of the farm, as cradling wheat, cutting corn, mowing hay or planting corn.

The inventions and facilities of modern life do not always contribute to the solution of the rural recreation and social life problem. Before the existence and general circulation of the local newspaper, the people of rural districts were compelled to go to church, to the post office, or to some other "center," if they desired to be informed of the news of the community. Doubtless the instinct of curiosity had much to do with getting out crowds on special occasions. Today the farmer gets his news through the local newspaper, which is delivered at his front gate, and he and his family stay at home. Even the social life that results from neighborhood calls is very seriously endangered by the rural telephone. It is so much more convenient to talk than to visit.

A New Problem A hard-working, industrious, and rather seriously inclined people must first have an intelligent notion of recreation before they may be induced to make the necessary sacrifice in time, labor, and money for it. Of course, that type of pioneer farmer who believes that the

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chief elements in his children's development are work and sweat is almost extinct; but there still remain thousands of good, well-meaning farmers who do not yet fully appreciate the value and the necessity of play for their little ones—and their older ones—nor that play and exercise are quite distinct from work. Too many are still apt to tell their sons and daughters that plenty of exercise may be obtained on the family woodpile or in the kitchen; or that there is no greater fun in the world than gathering eggs. To this type, activities are meaningless unless they are productive of some economic value. It is this type of man who believes in educating his children in order to give them a start in life, and, in order to do this, sends them to school five days each week, but insists that on Saturdays they must work. He is not the one who will allow his sons and daughters to take one afternoon a week to attend the ball game. More Sunday baseball in rural communities is due to this cause than to any other.

Provide Facilities It is a curious fact that out in the open country, where land is plenty and cheap, there is practically none devoted to parks and public playgrounds. Even the rural baseball team must pay rent for the use of some pasture field. In too many districts the playground of the rural school consists of only a quarter acre or less of ground cut out of the corner of some man's farm. The gymnasium, the public library and reading room, and rooms equipped for games are almost unheard-of in the open country and small towns. Consequently, the rural barber shop, the livery stable, the grocery store, and the haymow get in their full quota of influence with the rural youth in the form of obscene pictures, questionable gossip, vulgar stories, bad literature, card games, and the like. Each rural township should have its public park and playground and community house. Certainly, all should be under the supervision of a properly constituted authority.

Invent and Adapt After the popular rural mind is disposed to accept the doctrine of social enjoyment and play, and the people are willing to provide all the necessary facilities, it is not quite certain that there exists an adequate supply of appropriate means through which the social and recreational life of rural people may find true expression. To be sure, there are many games and amusements quite as indigenous to

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the country as to the city, but some of them are very tame affairs for the country child and his parents, while others, when removed from their city environments, partake of a questionable nature in the minds of rural people. In view of this fact there seems to be need for the invention and development of new forms of amusement distinctly rural. The old forms of rural amusement and entertainment may possibly be revived, modified to suit modern conditions, and thus become potent factors in the development of rural social life. Since they were developed under rural conditions, one may be justified in assuming that they still have a peculiar attraction. The old time spelling school, for example, if organized and conducted in harmony with modern conditions, has many valuable elements. It not only afforded our fathers and mothers a means for developing good spellers, but it furnished an avenue for the expression of pioneer social life. As an institution, it enlisted the social instinct and afforded the means for its development; through it, the interest of the whole country-side in the school was awakened, maintained, and enlivened; and by its continuance were undoubtedly developed social, intellectual, political, and moral leadership, which, for lack of such an institution, might have remained permanently dormant. There is no good reason why the spelling school may not be resuscitated and modified to suit modern rural conditions; why it may not be invested with its former attributes, and others added, so that the knowledge, the interest, and the sympathy of the rural youth in matters of agricultural and rural life generally may be greatly enhanced.

Prompted by the foregoing views, the Ohio Association for the Promotion of Agricultural Education and Rural Life has undertaken to collect, modify, and revive many of the most promising of these old-fashioned methods for the expression of rural social life. Beginning this year, it is attempting to re-establish the spelling contest and to win for it a vital place in rural community life. So far, the efforts of the Association have met with satisfactory success. The centralized school, the country church and the rural park are institutions which may be used in this rural recreation movement.

The rural school of one or two generations ago enrolled from forty to seventy-five pupils; today, thousands of these

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schools enroll less than ten. The great rural exodus of the past two decades is responsible for this condition. In these small schools there are not a sufficient number of pupils of nearly the same age to play organized games. The children are therefore forced to such imitative plays as keeping house, jumping, rabbit, horse,—games in which possibly no difference of opinion ever arises, the settlement of which might give opportunity for the application of moral precepts and examples. On the other hand, the big boy or girl of the school often monopolizes all the fun and benefits.

Attention has already been called to the smallness of the rural school playgrounds. Of course, for the number of children represented at many of these schools, the size of the playground is ample; but any school that has not sufficient number of pupils to utilize at least one acre of ground should be abandoned. In the new centralized school scores of children of various ages are brought together, and each child, no matter what his age, has his playfellows. Organized games, as black-man, prisoner's base, fox-and-geese, tug-of-war, basketball, tennis, baseball, football, and similar games may be played, that not only stir the blood of the youth and excite his spirit to achievement, but call forth sacrifice, defense of the right, justice, and fair play. The playgrounds of these new schools usually consist of from two to five acres of ground and afford ample space for the games of all the children of the school without crowding them. Besides, these grounds are frequently utilized for picnic purposes and other outdoor occasions by the adult population of the community.

The Awakened Country Church

The awakened country church that is beginning to realize its responsibility as the social servant of the community is offering a most acceptable solution to the rural social and recreational problem by providing definite facilities under the leadership of the pastor. Playgrounds, gymnasiums, reading rooms, and social organizations are provided and maintained by the church.

The old Licking Church, which has now passed its one hundred and eighteenth anniversary, is the best example of the social rural church that I know. This church is located in the open country near a cross-roads about ten miles south-west of Newark, Ohio. It is surrounded by fertile farms and the people

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of the community are prosperous. Under the leadership of a live, socially inclined, hard-working and progressive pastor, the church has provided means for an active social life for the people of the community in the winter time, and for outdoor recreation during the summer. Besides the usual church activities among the adults and the young people, such as men's clubs, the ladies' aid, and the young people's society, the pastor has organized a triangular club, that has for its object the three-fold development of its members in mind, might, and morals. A lecture course is conducted during the winter months. In the summer months a spacious playground is provided where the people gather to play croquet, tennis, basketball, and baseball. The preacher, who was a professional baseball player in his younger days, is the captain of the Licking Baseball Nine. Last summer this minister and his wife camped out for two weeks with eighteen of the young farm people on the banks of Buckeye Lake.

The "Commons" "If there be a place in this world that can lay an undisputed claim to being rural if not obscure, I firmly believe it is my native township of Etna. And yet the clouds float over it in beautiful colors, the stars come out joyfully, the dew falls, the corn ripens, and the sun shines sweetly there."* Over a half century ago, the founder of the small village, which is located in the middle of the township, set apart a plot of ground 280 feet square, which was to have been used for a courthouse site. But these plans never matured, and consequently the "commons"—as the town square has long been called—has been used as a common playground and recreation and social center by the people of the town and township for several generations. This park is beautifully planted with shade trees, and summer benches and an elevated platform are located in the most convenient and shady places. Games of various kinds are in evidence. A baseball diamond has always been a part of the equipment and the town of Etna has always boasted

* Schaff, Morris: "Etna and Kirkersville," p. 7, Houghton, Mifflin and Company, Boston, 1905. Thousands of obscure rural communities are rich in historical events, customs, and traditions. Nothing can do more to stamp a community with an individual character, and foster an appreciation for a locality in the minds of its people, than the collection and publication of these materials into permanent form by an authentic local historian. General Schaff has done this for the rural communities that form the title of his book, and has thereby given us a specific and splendid illustration of how this work may be done.

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of one of the best teams of junior ball players in Ohio. Picnics, church socials, political meetings, band concerts, Fourth-of-July celebrations, church services, and other meetings are held on the commons, and the people of Etna and the surrounding country take great pride and interest in this little but typical rural park and playground.

In many parts of the country, the rural people are providing playgrounds as a part of the home plant. In this way the farmer's dooryard becomes a recreational center for his family, and for such of its friends as are invited to share this phase of rural hospitality. But we can never hope that these private playgrounds will fulfill the mission of the larger and more democratic public playgrounds. On this account, we must look to the larger social institutions of the community to supply the needs. The new social rural church, the modern centralized school, and the community commons or park are the institutional factors at work in the solution of the rural problem.

PLAY AND RECREATION IN OUR COUNTRY LIFE *

KENYON L. BUTTERFIELD

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Rural recreation on the whole is inadequate yet it is not easy to say just how it compares with urban recreation with regard to the actual relative participation. In the country there is an absence of certain showy elements without which city recreation would be better. In the country, too, there is not the same need of recreation from the standpoint of physical welfare, but a greater need from the moral and mental standpoint. The work of the farm is sufficiently varied but the life is monotonous. The farmer's individualism works out in his play as well as in his business and it is therefore not so easy to organize permanent forms of recreative activities in the country as in the city.

This very fact makes it important that recreation should be in its character and organization thoroughly native. We should be cautious about introducing the recreations of other rural peoples. They may be just as foreign to the needs

* Abstract of article in the May issue of Rural Manhood

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and habits and likes and dislikes of our farming people as are many of the recreations of the city.

But in addition high-class but low cost entertainments must be brought in from the outside. The fundamental thing is the influence of recreation on character. We do not want to fence off the farm people by themselves. Somehow facilities for motion pictures, entertaining and instructive lectures, and really high-class music must be made available.

While we desire a greater degree of organization in our rural recreation, we must not be so enamored of it that we smother spontaneity. The countryman is an individualist. Let him use his power of initiative and his love for individualistic expression in the creation of community recreation. At the same time one of the best results to be expected is the breaking down of that excessive individuality which has been the bane of so many attempts to develop community life and secure organized action among our farm people.

In rural recreation we should use existing agencies so far as possible, without multiplying organizations. The school with its playground, the church, the grange, can well increase their recreation activities. They all have their social aspects, they all have specific educational and character-building ends. They are apt to have adult sanction and to bring together the play lives of young and old as is not possible in the city. The Y. M. C. A. or the Y. W. C. A. are most effective federating influences. The agricultural fair may well be a genuine farm festival. The agricultural colleges ought to do their part in solving this whole recreation problem.

HEALTH AND RECREATION SURVEYS *

JOHN BROWN, JR., M.D.

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The Plan

During the two or three days of the survey the various committees secure statistics and information regarding the different places included in the survey. Where possible this is done by personal investigation

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 6, 1912

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by the entire committee or by subdividing the committee and assigning special work to different members. Each committee then gathers together its material and draws up a report together with its recommendations to be submitted to the meeting of all those participating in the survey. The final meeting is emphasized as the important feature of the survey. All the committeemen and others interested are urged to attend. The chairman of each committee reads the report of his committee stating the actual conditions found regarding the special phase which the committee has to investigate. Wherever possible statistics are presented in graphic form on charts 22" x 28" in size, these being placed upon the walls about the room in which the meeting is held. Following the presentation of all the reports each committee presents its recommendations. These recommendations are discussed separately and acted upon by the meeting. In most instances a permanent committee has been appointed at this meeting to decide upon the best method of dealing with the most important recommendations.

Following up the Survey

In one survey each committee was charged with the responsibility of bringing its recommendations to the attention of those most concerned in putting them into operation. In another, the chairmen of the various committees were elected a committee to plan for future meetings of those interested in improving some of the conditions discovered. The definite results following the survey are largely dependent upon the manner in which the work of the committee is conserved. While the survey itself may take but a few days, the program of work which will grow out of it may cover a number of years. The complete story of one of these surveys together with other material relating to rural health and recreation may be found in the May number of *Rural Manhood*.

The surveys in which the best results have been secured have occupied not more than three full days between the time of the "set up" meeting and the closing meeting. We have found it easier to enlist men in larger number for a short quick study covering only a few days than to secure the same amount of time and effort spread out over a longer period. This is in line with the experience of short financial campaigns. Enthusiasm is more readily aroused and a greater impression is made

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because of the concentration of the interest of the community on the matter of health and recreation. The school board, teachers and scholars are interested not only by the survey but also by the play demonstration.

Play Days

In Dutchess County, New York, as a result of the survey, a school athletic league was formed in which ninety per cent of the boys over sixty pounds in weight in twenty-three different schools will participate in the events. In this same county the play demonstrations have created a demand for "play days" in which the school children from adjoining sections may come together, the four county school commissioners each planning the details for their respective territories, and the county secretary co-operating in directing the activities. In one school where the older boys formerly spent the recess period in "pitching on the younger boys" they now enjoy playing group games together.

Physical Examinations

The interest in the school work is further increased by the medical examinations made by the local staff of physicians to demonstrate the need of careful attention to the physical condition of the scholars.

These surveys together with other studies indicate that the need for such examinations is just as great in rural communities as in large cities. In one rural community in which 36 children of the fifth and sixth grades were examined, 17 were defective in nose and throat, 16 in teeth, and 15 in vision. Only 8 of the 36 were normal; 4 were defective in all three points, 15 in two points and 9 in one. This examination was conducted by three local physicians and a dentist by consent of the school board and under the direction of the Committee on Schools in connection with the survey. When these results of the examination were charted and presented in graphic form at the final meeting, the following recommendation prepared by the School Committee was unanimously adopted: "We recommend that a medical examination of the school pupils be arranged for at stated periods not less than once per school year, such examinations to be entirely voluntary and not to be made against the wishes of parents and guardians, and in each case the parents or guardians to be notified of the result of the examination, which shall be the only action taken by the school officials."

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This is a concrete illustration of the manner in which the resident forces were aroused and became the redemption forces, not by scientific statement of a problem and its solution, but by giving these local committeemen a definite task to perform. This fundamental principle cannot be emphasized too strongly in rural work. Only as the local consciousness is awakened to its needs and led to make inquiry regarding the manner in which the community itself can meet them, will there be any permanent good accomplished. Furthermore, the leadership of the community must be trained to solve its own problems.

Absence of Play Spirit

During my two years of study of rural conditions, I have been impressed by the marked absence of a real play spirit in those schools in which there is a lot of sickly, sentimental love making, a low moral tone prevailing generally. The development of proper play and games will do much in making for wholesome relations between boys and girls.

A Program

In a western town of 1600 inhabitants, the survey committee on public recreation, amusements, playgrounds and bathing, after a careful study made the following recommendations:

1. That we heartily endorse the action taken by the city council relative to the tax levy to provide a city park and would further recommend that the site chosen be located as near the center of town as possible and that playground facilities be kept in mind; that when such site is selected it be properly equipped with practical play courts for children and adults of the entire community.

2. That the public school ground be made more of as a community play center. That in order to make it available, the yard be leveled and that tennis courts, playground ball diamond, take-off board and jumping pit be installed so that it may be used by children and adults at other than school hours.

3. That in connection with some of the community affairs play festivals be introduced, looking toward the establishment of a community or county play day or festival.

4. That business men's play clubs be effected for recreational purposes such as twilight ball, volley ball and bowling on the green.

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5. That public shower baths be installed in the basement of the public library and that we look toward the building of a cement public swimming pool to the rear of the public library or at such central point as might be selected for such purpose and that they use a portion of the basement of the library as a dressing room and that the shower baths be used in connection.

6. That pictures of a wholesome nature be exhibited at the moving picture show and that the matter of ventilation be considered.

7. That the city ordinances regarding the presence of minors in pool and billiard halls and that regarding profanity in public places be posted in each pool and billiard hall.

Robbing the Play Life

In many rural communities professionalism, Sunday ball, saloon control and commercialism are robbing the play life of the people of all that is uplifting and educational. The forces which must elevate the plane upon which the play and athletic life shall be conducted are resident in each locality. Not until the consciousness of this leadership is aroused to the potency of play can there be any permanent improvement. The future leaders in rural life should be educated and qualified for a proper administration of this phase of community life through instruction in academic institutions, agricultural colleges, normal training schools, seminaries and high schools.

The best element in any community should influence the recreation of its young people. Emphasis has been placed upon the utilization of the school buildings and grounds as a community center not only for the scholars but for adults after school hours and during vacation. The grounds have been leveled, increased and equipped; shower baths have been installed, outdoor swimming pools constructed, supervisors employed and play days organized. In a number of instances the survey has led to a request from the school commissioners to demonstrate play games and calisthenics at teachers' institutes and to present the opportunity of the teacher in promoting the physical welfare of the scholars.

While the study of statistics and of the churches and Sunday schools has not a definite and close relation to recreation, still it throws interesting side lights on the problem. This was very noticeable in a small town where a study of the criminal

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records was a true but sad commentary on the lack of a wholesome play life.

Great Opportunity

In the majority of rural towns the church is not actively interested in recreation and one of the chief objects of a survey is to bring the men of the community to appreciate the splendid opportunity for service in moulding character through recreation properly supervised.

After such a survey one is not so apt to hear the oft-quoted opinion, "Well, the place is as good as any other and in fact I think it is just a little better than most places of its size." Men have come to believe there are some things to be done and it is up to them to get together and do them. They have realized the value of health and recreation from a social, moral, economic and religious standpoint and are planning to think more about these things in the home, school and government. They have sunk politics, creed, traditional differences and petty quarrels in a common endeavor to perform some common tasks.

PLAN FOLLOWED IN THE RECREATION SURVEY

JOHN BROWN, JR., M.D.

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Immediately following the general description of the survey, the chairmen of each committee gather their associates in different parts of the room and the outline for the work of each committee is carefully discussed and the method of securing the required information decided upon; also the place and hour of next committee meeting. The time of meeting for the various committees during the two or three days of the survey is adjusted so that they will not conflict and so that the directors of the survey may meet with as many committees as possible.

SUGGESTIONS FOR SURVEY

It is not a church, school, Y. M. C. A., grange or political affair; and yet while not definitely related to any particular organization it is for the good of all.

Every man should be interested and participate, giving as much time as possible because of the short time in which the survey is made.

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In addition to the report each committee must present definite recommendations for the improvement of conditions discovered.

Report and recommendations must be in writing.

The recommendations furnish the basis for a definite program of work for the community betterment.

A general outline of the survey is then given and the committees appointed,—every man present being placed on a committee.

It is very important to secure the co-operation of a good man as chairman of the meeting and other leading men who will act as chairmen for the following committees:—statistics, schools, public recreation, community hygiene, sex hygiene, churches and Sunday schools.

From the names of these committees it will be inferred that recreation is only a part of a larger survey. Increasingly we are realizing that recreation is not a separate unrelated problem confined to the children and youth, but that it is a community problem with which the home, school, church and all organizations must deal, not apart from, but in connection with all other problems.

THE ORGANIZER OF RURAL RECREATION *

HENRY S. CURTIS, PH.D.

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Facilities Plentiful

A survey of the resources of the country cannot fail to show that it abounds in facilities for recreation in the shape of driving, riding, walking, hunting, fishing, camping, and games. The most casual glance will show also that these facilities are largely unutilized. This can only mean that the need of the country is not for play equipment but for play leadership. It is a splendid thing to have such a rural recreation center as Tamalpais. Such centers are needed and will come in many communities; but it must not be thought that such a center can solve the country's essential problem. It may well serve the purpose that a church edifice

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 7, 1912

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does to a parish, but in the one case, as in the other, most of the vital work will have to be done outside of it.

A Special Organizer

There is no question that the existing agencies in the community might do much more for the social and recreational life than they are doing; but these agencies are largely indifferent at present, and each of them has its own work, which usually seems to it sufficient. In time we may expect that this indifference to so vital a problem of the social welfare will disappear, and that the work may be so adjusted that the rural pastor, the teacher, the superintendent of the county schools, and the county secretary of the Y. M. C. A. can give more time to the social and recreational life, but even with such a change a special organizer will still be needed.

Tasks

The tasks that might naturally fall to such an official will not be easy, they will call for a superior person,—especially in the beginning. It will be quite impossible for him to do alone the things that need to be done, and no small part of his work should be in training the other agencies to co-operate. Perhaps the best beginning that he could make would be to organize in his township, through the co-operation of the agricultural college and such other agencies as are available, a League for Rural Progress, by federating the various social forces of the township. The measures that are promoted might then emanate from this league, which would thus be a social agency of the first order in itself, able to carry out a constructive program. The next task of this official might well be to organize at each rural school, so far as possible, a School Improvement Association, that would meet at certain times, hold debates, socials, and entertainments. In connection with a consolidated school, a rural school, or the grange, he might well organize a farmers' institute, for both the men and the women, and a lecture course or general Chautauqua, running through the year, with moving pictures on certain evenings. At the rural schools he should start games that are appropriate for use in the farming community, as well as at school. If well done, this should lead to the playing of tennis, volley ball and croquet at the farm homes whenever the leisure time could be found, and to at least one play festival a year given by the schools on a special holiday set aside for the purpose. He should be scout master for the township and organize drills and an annual encampment. By state law the recreation organizer should have the inspection

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of all public resorts and public dances in his territory and should be required to give a written report of conditions at each resort. These resorts and dances are probably in as great need of supervision as the dances and resorts of the city, and such inspection under a competent and honest official should lead to many improvements.

Perhaps his most important function would be as an organizer of recreation in the community at large, the starting of clubs of various kinds for social and athletic purposes, the promoting of entertainments and play festivals, and, in general, seeing that the recreational resources of his township are realized and made use of, and that the population does not suffer socially from their isolation. The township supervisor of recreation might properly enough be independent and he might also be an assistant to the county superintendent of schools or a county superintendent of recreation.

The Size of the District

As to the size of the parish of the play organizer in the country, our present political organization gives clear indications. Efficiency in the play movement undoubtedly calls for an organization that corresponds to each political unit, as each section has its social and recreational needs, as much as it has its educational needs. This would mean an organization and an organizer for each township, village, county, state, and for the nation. The ultimate unit in the rural organization of play will be the school district, but here the organization will have to be largely voluntary through the school and the church with the general assistance of the director of recreation for the township. As the school district will not feel able to pay a special person for the purpose, the township is probably the smallest unit that might employ a director of play. It is in many ways an admirable unit of organization. It is large enough to bring people together who do not see each other every day, and so to give variety to discourse, and make possible the selection of friends in accordance with tastes. It is not too large for the director to visit every part of it, to understand thoroughly its recreational possibilities, and to know all the people. The people also can meet together at some central point without travel which is a hardship. None of these things could be true if the county were selected as the unit. The township is large enough to support a director of recreation. Of course it will not think so at first, but a section that can afford to spend ten thousand dollars a year on the schools, in order to

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learn how to live, might well afford to spend a thousand or two on the actual living after school days are over.

Wanted: A Philanthropist If this work is to be begun, it will need to be started from private funds. The country communities are too conservative to take the initiative in employing or supporting such an official, but I question if there is anywhere a more attractive opportunity for private beneficence. What better service could a philanthropist render to the country home of his childhood than to endow for it for a term of years such an official? It would be an experiment in which the whole country would take keen interest, and, if the right person were secured, it could not well fail to contribute powerfully to the solution of many vital problems of the rural community.

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Play Not Delegated Play is self-centered and must be engaged in for the sake of the individual. It can never be done by delegation. Work on the other hand may be delegated. It often is egocentric, but not of necessity. Some work, indeed, must be done, but it is not essential that you or I as individuals do it. Much that is done by nearly all of us in the name of work need not be done. It was not essential that boys the country over should erect wireless telegraph apparatus as soon as the simpler facts about it became known, or, when the telephone first came into use, that neighbor boys should erect tin-can receivers connected by wire from old brooms, or that a semi-busy housewife should spend hours or days with a pyrography outfit, or that girls should busy themselves with the manufacture of pillow covers. All these things could have been done better and cheaper by other hands or by machinery, if the mere making of the things were the only consideration. This class of activities partakes of the nature of both work and play. It is the broad twilight realm where work is not irksome and where play is not aimless.

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 8, 1912

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It is the zone where the egoistic emotions of ease and pleasure become subordinate to the intellectual joy of achievement, an achievement containing the two important factors—the product and the process.

The setting before the mind of a definite thing to be done accompanied by pleasurable activity in its accomplishment may be taken as a fundamental principle in the philosophy of the American Corn Club. For the purposes of this discussion it is desirable to use this expression in a generic sense. The corn club is but one type of the agricultural clubs that have come into existence in nearly every State in the Union. By no very violent stretch it may be applied to the garden work of many cities. More than a decade ago Ex-Governor Pingree made the cities of his State famous by stimulating the planting of potatoes in vacant city lots. Cleveland in recent years has been turning its unused and unsightly spots into blooming and productive gardens. New York and other cities are finding a new use for what were once dumping grounds.

Thousands Interested

A few years ago 500 Nebraska boys engaged in a friendly contest of raising prize corn. The numbers now run into the thousands. The most striking exhibit at the industrial exposition held in New Orleans a few years ago was an immense pyramid of corn. It was made from samples raised by the 3,000 members of the junior corn growers of Illinois. Only last year more than 10,000 boys and girls in Massachusetts were trying their hands at cultivating corn or potatoes. Between 40,000 and 50,000 boys in eight or ten of the Southern States taken together were engaged in a friendly corn-growing contest in 1910. California is planning a state-wide contest for the near future. Oregon has started her young people in poultry husbandry. Georgia begins a friendly contest among the boys in the care of pigs. Last year Iowa sent a delegation of young prize-winning corn growers to Washington. They were accompanied by a prize-winning bread maker, a twelve-year-old girl, the champion among 1,200 competitors. A number of Southern States sent similar delegations. Illinois and Massachusetts, perhaps a number of other States, will send such delegations this year. There is a mass of available facts similar to the foregoing. Further recital of them seems unnecessary. The most pertinent thing about them for you and me is not so much that they exist, but the more serious question, What do the facts mean?

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In less than a decade, Corn Clubs and their kindred enterprises have spread over the entire country. Even now there is in process the formation of an international Garden City. The movement has some of the symptoms of a spasm. It has sprung into being in remote parts of the country simultaneously. It usually responds to the suggestive touch of some leader who often conceives it as a means to some end. Only the merest touch is needed to break the rock, and pent up fountains of interest and enthusiasm issue which were undreamed-of. Leaders are often overwhelmed for want of helpers. Scientific knowledge and expert ability are in constant demand by those in charge. Fortunate are those promoters of the work who have first-hand experience with farm life. Thrice fortunate are they if they can add to experience scientific knowledge. Herein the colleges of agriculture have found a new function.

State College of Agriculture

In the effort to get into touch with this club work in various States, letters of inquiry were sent to State departments of education. In practically all cases, the inquiry was referred to the State College of Agriculture. The boys' and girls' agricultural clubs have given these serviceable institutions a new voice and a new avenue of approach to the people. May it not be that the two or three hundred thousand children now in these agricultural clubs form a sort of inarticulate voice asking for the message these colleges can give? May it not be that these agricultural clubs are an expression of heart hunger for humanized nature? Corn is a highly civilized grass. As a thing to be manipulated and modified by human cunning, it is infinitely more educative than the well laundered specimens of its remote kinsfolk in a prize herbarium. Are these thousands of children yielding to the lure of the soil to no purpose? Or, is it, perhaps, a hitherto unrecognized impulse to obey the primal command to subdue the earth and have dominion over the living creatures? What significant words these are for our times! "Subdue and have dominion," not in the sense of slavish toil, not under the dark pall of ignorance, not as a condemnation to a life of drudgery and want, but, in the light of knowledge, guided by the laws of nature, and working in harmony with the creative plan. This is what makes the soil sublime and the culture of animals and plants divine. May not these children be preparing the way for a new version of the story of Eden?

In the new Eden the pair may not be sent from the garden with

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a curse. They will be equipped with a knowledge of the laws of life, apprised of the divine plan of creation, and endowed with the spirit of service in return for the joy of living and carrying forward the Creator's work, and be told to go forth to love, to achieve, to serve, and to forward the work begun by the Master Builder.

The thought that one is using the forces of nature robs work of its drudgery. This makes it akin to play. The work of the corn club is primarily a play of the intellect upon natural laws. The fact of being in the club arouses emulation. The winner enjoys both a feeling of superiority and a sense that the achievement was worth the effort. The loser is never wholly defeated because his effort never goes unrewarded. The club stimulates community of effort. It draws the attention of the young to distant workers with common interest and aims. The contest broadens the sympathies and engages both the body and the mind. The chief design of the club is to give the boy such mastery over the forces of nature that he may not become their slave. It is to teach him that the earth and the fullness thereof are his; that subduing the earth to the service of his fellows is a greater victory than subjecting man to the service of himself. It is to teach him to make the earth more fruitful and himself more useful.

A Potato Club

The plans of organization and management of the various sorts of clubs are without uniformity. Perhaps they should remain so. In Massachusetts the work started in the form of a potato club. The College sent an invitation to the boys and girls of Hampshire County to join a potato club. The invitation was read to the children by their teachers. Those who wished to join were promised five seed potatoes free, on condition that the children write letters asking for the potatoes, and agreeing to plant, cultivate and dig the crop without help. Those in charge of the enterprise looked for 40 or 50 letters in response to the invitation. There were over 600. As a means of encouragement, exhibits were held and premiums awarded at local fairs. More than 130 towns are represented in the membership of nearly 14,000 in the clubs, which this year are conducted in connection with the Agricultural College. The work of the College consists chiefly in sending seeds and literature, and holding conferences with school officials, teachers, patrons, and children. The local management is almost exclusively in the hands of the schools. Local societies such as granges, woman's clubs, civic

CORN CLUBS

leagues, Y. M. C. A. organizations, and agricultural societies co-operate with the schools. The State legislature has just granted a bounty of \$200.00 to each of the thirty-two agricultural societies in the State for the promotion of this work. The New England Fairs Association has adopted a standard premium list for the guidance of local societies in their juvenile divisions. The Massachusetts Agricultural College has just secured the services of one of the leading school superintendents of the State, who will devote his entire time to the promotion and more efficient organization of the work.

The work above referred to has special reference to simple home garden work. A more pretentious enterprise has also been started. A goodly number of boys have entered the Junior Corn Growers' Club. Members of this club are required to take charge of at least one fourth of an acre of corn. Those who undertake the growing of an entire acre may compete for the following prizes: First, a free trip to Washington, D. C. Second, a three days' visit to the New England Corn Show, in Boston. Third, a free week at Farmers' Week, at the Agricultural College at Amherst.

Rules

The following rules have been prescribed for the guidance of individuals in this contest:

1. Members must have passed the sixth grade and must not be over eighteen years old on the first day of January of the year they enter a contest for prizes.
2. Each contestant in the corn club must raise at least one fourth of an acre.
3. Each contestant in the potato club must raise at least one eighth of an acre.
4. Each contestant must do all the work except in case of younger boys who are not strong enough to plow properly, in which cases the heavy work may be hired.
5. Each contestant must keep a record of all work done and write a short history of it.
6. Each member must make three reports: one after the planting, one after the last cultivation, and one after the crop is harvested.
7. An account must be kept, showing the cost of the enterprise. This will include labor, seed, fertilizer, and spraying materials.

CORN CLUBS

Scale of prices: Rent of land, \$8.00 per acre; each horse, 10c. per hour; boy under 15 years old, 10c. per hour; boy over 15 years old, 15c. per hour; man, 20c. per hour; stable manure, \$5.00 per cord. These prices will be considered the same for all members in estimating profits.

8. Prizes will be awarded on the following basis: Corn Prizes, water free, 30 per cent; profit, 30 per cent; 10-ear sample, 20 per cent; written report, 20 per cent.

Potato Prizes, marketable tubers, 20 per cent; profit, 20 per cent; per cent of starch, 20 per cent; written report, 20 per cent; best half bushel, 20 per cent.

9. A half bushel sample of potatoes must be sent to the Massachusetts Agricultural College on or before October 15th. A 10-ear sample of corn must be sent on or before November 1st.

10. In measuring the tracts all corn and potatoes must be excluded from the count, whose tops or stalks grow less than 18 inches from the boundary line.

11. But one entry will be allowed to each contestant.

12. An honor roll will be kept at the College and a certificate of honor will be given to the five members whose projects show the largest net profits.

13. Those who plant one half acre of potatoes or one acre of corn may enter the contest for a free trip to Washington, D. C.

Each member is required to file the following application properly filled out:

MASSACHUSETTS AGRICULTURAL CLUBS

Application

I hereby make application to enter the Junior Growers' Club and agree to obey the rules of the Club to which I belong and abide by the decision of the Board of Judges who shall make the final awards.

I agree to cultivate acres of on the farm owned by and located in the town of

I am years old.

Name P. O.

Approval of Parent or Guardian

I hereby give my entire approval to the above application.

Name P. O.

CONTESTS IN GARDENING

These rules are in substantial agreement with the rules governing the corn clubs of the States in the south under the direction of the United States Department of Agriculture. Similar rules are in effect in Illinois and other States.

In Kansas the club work is being tied up with the Boy Scout movement.

In closing this brief summary of the growth, aims, meaning, and methods of the corn club it needs to be borne in mind that the game is not all work nor is the goal all profit in dollars and cents. In this great corn game there is enough of rivalry to give it zest, enough of foresight to give the keenest intellect employment, enough of interested activity to produce a sound body, enough of social intercourse to give a broadening civic interest, and enough of economic value to produce a self-reliant and self-directing citizenship—a citizenship that can see in recreation, not a mode of life, but a momentary respite, a citizenship that can go to its daily tasks with a heart lightened by the joy born of the ability to achieve.

CONTESTS IN GARDENING *

THOMAS CURLEY

Massachusetts Civic League, Boston, Massachusetts

What can be done to reach the rural and semi-rural community through the home garden for the purpose of interesting children in play and recreation? For the movement in Waltham our chief inspiration came from a lady in Cleveland. We are spreading the movement now over into the rural sections of Massachusetts. I am supposed to be a playground missionary, yet half my calls for help to organize movements in recreation come from people who have got so far as to see the value of home gardens in the life of the child. I want to say that with us in Massachusetts gardens form one of the easiest methods of approach to the semi-rural community. After gardens are started we find interest in other activities easily aroused,—the people are carried along by their sympathies to see how children working in gardens need also some organized form of play.

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 8, 1912

FARM DEMONSTRATION WORK IN VIRGINIA

Through the Garden to the Playground

Waltham is a city of 25,000, where we have developed the interest in home gardens among 12,000 to 15,000 children. Here we used the apparent means of the garden, in order to lead them over into a recreation field, and in seven years we have been able to do it. Three years ago we developed public sentiment to the point where it was possible to have a teacher employed in the public schools to teach gardening. We went to the homes, through the children got parents interested not only in the gardens, but in the public schools, as they had never been before. It is a city of working people who are willing to do anything for their children. Out of this movement have grown supervised playgrounds during the vacation months.

Developing the Aesthetic Sense

Every community contains some soul who has the time and interest for such work as this. Go to him and tell him the ultimate meaning of such a movement. You will thus sow seed which I have found will blossom into really active work. And besides the reaction of the child, the education of the child, you are developing a beautiful town. This is a democracy, and all civic beauty will be the beauty surrounding our homes. The people should have their æsthetic sense developed. The playground people, I fear, do not realize that while the real aim is through play to develop the moral sense, there is another sense quite as important—that is, the æsthetic sense. Develop it through bringing people into contact with nature, the mother of all. When a person gets to be sixty he does not engage in active play. The only sense he has then to fall back upon is the æsthetic sense. If it is left out of the education of the child, is life worth while?

FARM DEMONSTRATION WORK AND COUNTY SCHOOL FAIRS IN VIRGINIA *

T. S. SETTLE

State Supervisor of Rural Schools, Richmond, Virginia

A few years ago the United States Department of Agriculture looked over the State to find a wide awake, successful Virginia farmer to act as State demonstrator. The department soon found

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 8, 1912

FARM DEMONSTRATION WORK IN VIRGINIA

him in the person of Mr. T. O. Sandy. It is largely through Mr. Sandy's ability that the work has succeeded so well. Mr. Sandy goes to a county, meets the county board of supervisors (the county tax-levying body in Virginia), tells them that if they will appoint a successful farmer of that county, of whom he approves, as county demonstrator, the department will pay one half this demonstrator's salary. Over forty of the one hundred counties of Virginia have accepted this offer, and have demonstrators at work.

These demonstrators, after being thoroughly trained by Mr. Sandy with the aid of the U. S. Department of Agriculture, induce as many of their fellow countymen as they can to take small areas of land, and cultivate some crop in an intensive way, following the most approved methods. The farmers like this plan and many thousands of them are learning by actual experiment on their own farms how to make more money on smaller farms and at the same time increase the fertility of the soil.

One of the most important departments of the farm demonstration work is the boys' corn club. The county demonstrator gets into a buggy with the county superintendent of schools, and they go from school to school inducing as many of the school boys as possible to rent, usually from their fathers, an acre of ground, and raise a corn crop upon it under the direction of the county demonstrator. Public spirited citizens of the county gladly offer valuable prizes for the largest yield, best ten ears, the greatest net profit. The results have been most encouraging. Some of the boys have raised as much as 168 bushels per acre, while a large percentage of them raise over 100 bushels per acre. In this way several thousand Virginia boys are taught every year modern methods of farming, and also that farming is very profitable when done properly.

Tomato Clubs Nor have the girls been neglected. The department has also appointed a State demonstrator for the girls' work. The counties have selected county demonstrators. Tomato clubs have been organized among the school girls, in the same way that the corn clubs have been organized among the boys. Each girl raises one tenth of an acre of tomatoes; the county demonstrator teaches her how to prepare the soil, work the crop, gather, can and market the ripe tomatoes.

But valuable as these corn clubs and tomato clubs are, they have one weakness; such a small percentage of the school children

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can do this work. The State board of education believes that every Virginia country school child should engage in some form of agriculture, industrial or domestic work that will better fit him for living in his particular environment. The county school fair attempts to produce this result.

The county school fair has another equally great value. It is a big factor in the recreational life of the country people, and the annual rally day of the county public schools. Let me describe one of the many of these fairs, held in Virginia last October, and you will see how it serves these two main purposes.

A County School Fair

About nine o'clock in the morning the people of the county began to pour into the county seat where the school fair was to be held. They traveled in carriages, in buggies, on horseback, in road-wagons, and afoot. They came from every section of the county—from the small towns, from the cross roads, from the most out-of-the-way places; they came from the homes of the rich and the homes of the poor; for their children were competing for some of the prizes that were to be awarded, and they were also to march in the big school children's parade with the other pupils of their school. Nothing will come nearer to bringing out father, mother, sister, and brother than the knowledge that the children of the household are to take part in some public exercises. The children were there, of course. They came in large groups, often by schools, bedecked with their school colors, waving school banners, giving their school yells and singing their school songs. It was the gala day for the county public schools, and even so early in the morning the holiday spirit was in the air.

By ten o'clock, between 3,000 and 4,000 people had assembled at the school fair exhibit hall. The entrance to this hall was then thrown open, and this vast throng of people surged in. Their eyes fell upon a unique exhibit—different from anything they had ever seen at any other fair. Near the entrance was a long table loaded down with loaves of bread, biscuit, jellies, pickles, canned peaches, pears, and tomatoes. On another table was the domestic art exhibit—shirtwaists, aprons, handkerchiefs, embroidered centerpieces, sofa pillow covers, rag rugs, and a large group of dolls tastefully dressed in the latest fashion by the school children of the primary classes; even the hobble skirt was in evidence. On another table was the flower and nature study exhibit—ferns, chrysanthemums, gera-

FARM DEMONSTRATION WORK IN VIRGINIA

niums, dahlias, and collections of wild flowers. Farther down the hall was the table containing the agricultural exhibit. On this table were piled ears of corn, ears of popcorn, pumpkins, sweet potatoes, Irish potatoes and black-eye peas. In a corner was the manual training exhibit containing bookcases, writing tables, picture frames, brooms, farm rakes, axe handles, shuck door-mats, baskets and rabbit "gums."

Not had the literary work of the school been neglected. A large space was occupied by this department; on a table were a number of carefully prepared compositions. They were not upon such abstract subjects as "Intellect," "Faith," "Patience," but dealt with concrete practical themes, such as "Good Roads," "The Value of Scientific Methods of Farming," "How to Make a Country Home Comfortable and Attractive," "The Cause and Prevention of Consumption," "The House Fly a Menace to Health." There were also numerous specimens of writing and drawing, and the walls of one side of the hall were decorated with skilfully drawn maps of the county and the State.

And remember that all the exhibits were prepared by the *school children* of the county.

After viewing the exhibit, the large crowd gathered in the courthouse yard, and listened to two short addresses, delivered from the courthouse steps. One of the speakers was a representative of the farm demonstration work in Virginia. He told his large audience that Virginia needed more and better farmers, and explained to them how they could make more money on smaller farms by adopting modern methods of farming. The other speaker was a representative of the State department of public instruction. He spoke of the need for better schools in Virginia and the necessity of adapting the school curriculum to the lives of the people and the needs of the community.

Next an old-fashioned spelling match was held. Each school was represented by its best spellers, and the rivalry was very keen.

After luncheon-hour came the most interesting and imposing feature of the day's program—the school fair parade. All of the school children of the county were formed in line of march, grouped by individual schools and school districts. Each school was led by its teachers. All the pupils of the school were wearing the school colors, many were carrying pennants, and floating high above their heads was a large banner bearing the name of the

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individual school. Some of these names were unusual, to say the least. The immense parade of over a thousand school children, led by a local brass band, waving their banners and pennants, singing their school songs, and giving school yells, marched through the streets of the usually quiet country town. It was the most inspiring sight that could be witnessed—this happy, buoyant army of the future men and women of a great commonwealth.

The parade then returned to the courthouse steps, where the prizes were announced and awarded. The assembly then turned to the athletic field (the local race-track), where the best athletes of each school contested in the 100-yard dash, the 220-yard dash, the high jump, the baseball throw, and the relay race.

After this the crowd dispersed, and the people went back to their homes better and happier for having touched elbows with thousands of their fellow countymen, and many realized fully for the first time what a large enterprise the public school system of a county is, and what an increased power for usefulness it may become.

The county school fair movement began in a modest way in Campbell County, Virginia, in 1908. Its value was so apparent that it has grown from year to year until in 1911, 25 of the 100 counties held these fairs, over ten thousand country school children competed for the various prizes, over \$7,000 worth of prizes were awarded, and between 30,000 and 40,000 country people attended them and enjoyed the exercises. The State board of education is laying stress upon this work. In the fall of this year about 50 counties will hold these school fairs.

ATHLETICS FOR COUNTRY DISTRICTS *

A. C. HURD

County Secretary of the Windsor County Committee of the Young Men's Christian Association, White River Junction, Vermont

Conditions
Five Years Ago

Owing to the fact that a county secretary of the Young Men's Christian Association has so many activities for which he is held responsible naturally, we are giving only a portion of our time to play. In our particular county we are holding this year the

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 8, 1912

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seventh play festival. I believe we are the only section of New England that holds a play festival. The work we undertake leads up to these festivals. In Vermont we must learn to be neighborly and have tried to make athletics contribute to neighborliness. In the twenty-five schools we have worked with in five years, the superintendents and principals were out of sympathy. While we have brought some of these men to see the value of athletics, they are still not too cordial in their co-operation. We have found that the best way to work is through the schools. Some men who have come from other communities have been more ready to co-operate in play leadership and organized athletics. In towns of 1000 and 1500 baseball teams were found, but there was no supervision, or if there was supervision, it was of the wrong kind.

At first we found no athletics outside of baseball, and not a single baseball team worthy the name. Outside the schools there have been many baseball teams developing in recent years. There were occasional so-called field days when money was offered in prizes, a condition conducive to placing athletics in the control of the wrong kind of men. Frequently, after these small meets I would find the people in the hotel drinking, and often damaging property to such an extent that they had to appear in the county court next day. So we found things at a low standard.

Progress Made

It has been our purpose to try to arouse local sentiment against that sort of thing and to have more attention paid to supervision of play and athletics, to see that leadership is developed. Some school principals and teachers have co-operated from year to year and have been helped to see their responsibilities, where five years ago they felt they had no time for anything outside the school room. There are many who still retain that attitude; still there has come a marked change in the community where some man who has athletic ability has been led to realize his responsibility to the town. We have not expert supervision in the county, but play meets have been held through the efforts of volunteer leaders. There have been eight meets and play festivals. Medals have been offered and in some sections only ribbons. As a result seven other meets not under our supervision have dropped the habit of money prizes and have asked us to provide super-

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vision and to send in coaches to help get the fellows into shape, and where we have been refused we have not been satisfied with that but have sat on the fence in order to make sure of the conditions that existed. Then we would present the conditions in our conferences with teachers and others. Gradually teachers have been brought to show some sympathy.

We have given talks on health, sanitation and physical training. During the five years play demonstrations have been given at all the schools except two or three in thirty townships in which there are 254 teachers. Probably 150 of these rooms are now visited by our leaders or assistants. The teacher or principal has permitted us to give these demonstrations which are always, if possible, given in the presence of the teacher. Often the teacher has not been interested and would not watch the games and so our purpose has not been accomplished. This year we have followed the plan of having high school boys and girls on hand every time a play demonstration was given and have put up the responsibility to these high school boys and girls to go out into the rural districts and teach games. From this we have had quite a response, especially among the older girls. Perhaps half a dozen times we have addressed every school conference held in that part of the State. This has resulted in having the school in some cases appropriate a little money for playground purposes. Recently some school children raised thirty dollars for apparatus. Last year we got the high schools to purchase volley ball equipment for ten or twelve high schools. This year they have put in a good many sets of volley ball equipment into the grammar schools as well.

Winter Sports

The winter season has not been neglected. We urge the people to get outdoors, snow-shoeing, skating, coasting, skiing. In some cases hills have been fixed for coasting and the elderly people have come out. In other cases halls have been hired for play and the elderly people have come. Basketball has been left out in winter because we had no good places to play indoors. We have flooded certain parks and organized ice hockey teams. In two places in the school rooms the benches were removed so we could demonstrate games. There the teachers were of course obliged to be present. Sometimes we have had Dartmouth College boys come in and help. This has won some co-operation among the teachers that

RECREATION RESOURCES

we had not been able to secure otherwise. This year we have been able to get up considerable interest in the athletic badge test. We have always kept this goal in mind,—to make athletics contribute to the development of character.

Our play festivals contribute to every phase of life in the county. We appeal to the farmers and members of fishing clubs by putting in a bait and fly casting tournament, to the hunting clubs by putting in shooting contests. There is folk dancing for the girls, and pageantry. We work through such leaders as we can interest and organize from volunteer service.

RECREATIONAL RESOURCES OF A RURAL COMMUNITY *

R. K. ATKINSON

Director of Mashashimuet Park and Social Center, Sag Harbor, New York

A City Problem with Few to Solve It

The work in which I am engaged is in a town of 3,700 people. About the only business that can be classified as rural will be found in the activities of a thousand or fifteen hundred apple growers and chicken raisers. One factory employs about a thousand people. It is a city problem with all the difficulties of a small number of people trying to deal with a city problem. About a year ago the opportunity was offered me to go to work it out as a demonstration of a theory I have held for the last two years, namely that a recreation program effectively carried out offers a solution for the whole social problem. A friend of mine says, "If you touch the social question, it is a circle." The rural worker says, "When people learn to play together, they learn to co-operate in selling their apples." The evolution has been from the playground for little children in the city, evening recreation centers, athletics, recreation in rural communities, and now we are coming to feel the thing is bigger even than recreation. One year of this work has been really little more than a survey.

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 8, 1912

RECREATION RESOURCES

Destructive Forces

I find the first of the destructive forces are the petty jealousies that exist between families because of some feud in the past, either through business or social differences. They are there and must be taken into account. The second is the church. I have never been in a small community either as pastor, social worker or citizen that I have not found rivalry between churches that is deadening. Two churches that have learned to stand together in harmony mean more for the unity of Christendom than all the resolutions that have been passed and work that has been done in the matter of religious unity. Nobody is more loyal to the church than I am, but church unity is certainly in the future. I believe the recreation movement may help it on. The third is politics. The two parties turn each other out every year, for they are blessed with an election every single spring. The fourth is the school. The best paid teachers get only \$60 a month, and beginners get \$50 for ten months in the year. If they make good they go on to a better position after one year, and if they don't make good we don't want them and they pass on anyway. It is a constant stream. In the high school are about sixty scholars. There is no vocational training. Fifth, we must consider health. We are so situated that we have natural drainage and so no provision is made. Although the health bulletin shows our town to be a very healthy one, yet the amount of tuberculosis is all out of proportion, and no one seems to care about health as a social matter. The sixth problem is housing.

One Year's Work

The industrial questions I shall not enter upon. We saw all the problems and said, "Can some recreational plan make the people forget their family differences, unify the church, submerge political differences, reconcile the foreign elements? Is there an educational propaganda that can be carried on in a community of this kind?" From a playground standpoint we have had a tremendously successful year. The children knew nothing about games or storytelling. One child had never heard of "Jack and the Beanstalk." Family recreation beats anything that the playground can do. We are making the playground standards the work of the community. We attempt to teach games the people can play at home and at family picnics. For

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indoor work we have had the Borough House at our disposal, and have conducted gymnasium classes six days and six nights. We have had eighteen different classes meeting twice a week with approximately one-fifth of the children. We have controlled the only decent dance hall in town. These people have had to conform to our standards. Girls are going to dance. Dancing is to the girl what baseball is to the boy. It is the biggest social force we have when we direct it right. We also had classes in English for foreigners.

As a recreation effort it has been a success. Is it going to solve the whole social problem of the town? That remains to be seen.

DISCUSSIONS OF THE RECREATIONAL RESOURCES OF RURAL COMMUNITIES *

A. C. Hurd Last year we had a large corn-growing contest, ending with a corn show. Playground apparatus was put in the building, so that the children could have a good time and be safely cared for, while the parents enjoyed the meetings and exhibits. Six churches got up a dinner for the boys who took part in the athletic contests, and the following week had their first union Thanksgiving service. We had a big husking bee, managed by good officials, a thing we had not heard of for years before. Sixty or seventy boys took part and husked four or five loads of corn for the farmers.

John Brown, Jr., M.D. Through the schools our approach was easy. Teachers and superintendents almost unanimously wished us to continue our play demonstrations.

F. E. Eastman Athletics teach the farm boy co-operation, team work, quickness and accuracy. Regarding the value of athletics in rural communities, all men agree that the great lack in the lives of farmers is co-operation. The whole tendency of farm life is individualistic. I believe that the great thing that will revolutionize this tendency is rural athletics. The boy who does anything alone will continue the habit through

* Discussion at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 8, 1912

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life. We have organized in the first year's work in Lorain County, in Ohio, games in thirty-one Young Men's Christian Associations. Farm boys have said: "We have got to go to town for anything to do." Athletic games have been organized under auspicious circumstances, and the farm boys there are finding it isn't necessary to go to town to see the moving picture and the vaudeville shows. That has been demonstrated throughout our country. We have organized a baseball league and the members have to work hard to get the boys, but it is socializing them. We have field and track meets, tennis, winter sports, baseball. I believe rural athletics are going to regenerate the life of the rural community. This is the opportunity to develop the life, spiritually and physically, of the boy. The boy heretofore has learned his athletics from men absolutely corrupt in morals.

Dudley H. Dorr

Lancaster, Massachusetts, is a town of about 2,400 inhabitants, located three miles from a mill center where there are 13,000 people, and connected with it by an electric railroad. Lancaster has three villages. On almost every evening and on Saturday it has been the custom of the young people to go to Clinton to patronize the pool room, the bowling alley, the moving picture show, but since the opening of the play center it has been quite a noticeable fact that instead of going to Clinton the young people have come to the gymnasium or the playground.

Rowland Haynes

1. It is not the auspices under which recreational efforts are carried on that counts. It is the leader that counts. We have heard of certain ministers in certain churches who are doing good recreation work. We know certain churches that are doing nothing. The difference is in the leader. We know of certain schools so hide-bound that nothing can be done at present. Others have a fine educational work going on. The difference can be found in the teachers at the head of the schools. If you have a good teacher the work will go, whether under the auspices of church, school, Young Men's Christian Associations, or private philanthropy.

2. Money must come from somewhere. You must have your leader. Somehow he must be paid. Sometimes it will be by private philanthropy, sometimes through taxation.

THE AMENIA FIELD DAY

THE RURAL PAGEANT*

ANNA B. LILLY

Clarion State Normal School, Clarion, Pa.

After introduction, a rapid description was given of each pageant given at the Clarion State Normal School at commencement. The main point brought out was that simplicity and inexpensiveness of the pageant are possible if only the mental effect upon the participants, and usually upon the spectators also, is accomplished.

The pageant given by a school at commencement time should not be for the occasion only, but should be an accumulation of the year's work in physical training, in literature, in English, and in all the branches that contribute to the success of such a production,—a crisis of the year's study.

Miss Lilly said, however, that in the first year of a physical education work it was justifiable to make the pageant an exhibition as a means of popularizing the department in schools where the pupils are drawn from districts where no attention has been given to physical development and the pupils have been sent to the school by parents to whom education means merely studying from books.

THE AMENIA FIELD DAY, 1912

E. K. JORDAN

A Busy Day

The Third Annual Amenia Field Day was held on Saturday, August 17th, on the Estate, Troutbeck, in the village of Leedsville, Town of Amenia, Dutchess County, New York. This was the third expression of what Dean Bailey has referred to as the "highly significant Amenia Movement." The day's events opened with a parade of decorated floats, automobiles, carriages and farm wagons, which, after a short tour through the surrounding country, ended at the broad meadow of Troutbeck, where before noon

* Abstract of address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 8, 1912

THE AMENIA FIELD DAY

thousands of people had gathered and were enjoying themselves. During the afternoon there were athletic events, including novelty races for both boys and girls of all ages, trap shooting for the men, a hotly contested ball game, and in addition, on or near the central platform, folk dances by a group of young ladies from a neighboring State, Boy Scout contests and exhibitions by three troops from distant towns, a Punch and Judy Show, a ventriloquist and magician, a comedian, and a juggler. Nor did the crowd disperse or festivities cease at sundown. The village of Amenia was the scene of the activities of the evening. There was a band concert in the Public Square, a torch light procession, a ball in the Opera House. All these contributed to an enjoyable evening, which was concluded with fireworks. Intersperse between these events addresses by prominent speakers and the rousing music of a band, and you begin to get an idea of a lively scene. The enumeration of these items of the program, while it shows that the crowd was well entertained, instructed and amused, still gives no idea of the festive air which pervaded the whole day. The attendance has been variously estimated at from three to eight thousand, but when it is considered that the combined population of the three nearest villages is less than 1,000, it will be seen at once that this Field Day was what it was intended to be,—namely, a gathering of the whole countryside.

Its Significance

But the significance of the Amenia Field Day lies deeper than the thousands that were present or the varied and excellent program that was presented. It lies in the purpose for which it was held and which in a measure it accomplished. This purpose may be said in a word to be: To establish in Amenia and to exemplify for others, free, healthful, beneficial community recreation. While this has often been tried out for the congested city community, the uniqueness of the Amenia Field Day lies in that it ministers to a distinctly rural country side. Prof. J. E. Spingarn has been the genius of the whole affair. The idea originated in his brain, it is held on his estate, and administered under his personal direction. And to him great credit is due, not merely for his generosity, which makes it all free, including admission, prizes and souvenirs, but for the contribution which his Field Day has made in the setting of new standards and ideals for rural recrea-

THE HESPERIA MOVEMENT

tion throughout the county. Professor Spingarn advocates the following Field Day principles:

Field Day Principles

1. You have got to make the country as attractive socially as the city if you want to keep the young on the farms.
2. There's a good deal of work in the country, but most of our boys and girls have forgotten how to play.
3. Baseball is a splendid game, but it isn't the only one. Every healthy boy should be interested in at least half a dozen others. Don't merely watch others play games; play them yourself!
4. You can't drink strong drink and be an athlete. Get your boys interested in honest and healthy sports, and save them from drink and dissipation.
5. Contests and competition are not the main thing. "The strong compete and grow stronger; the weak look on and grow weaker." The main thing is *play*. Learn the great lesson that play is just as necessary for your sons as work.
6. The community should help to run its own recreations. Its festivals should be not only *for* the people, but *of* and *by* the people.

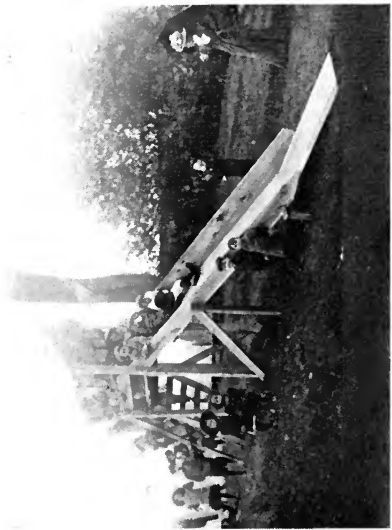
THE HESPERIA MOVEMENT

The Hesperia Movement, organized in 1892 at Hesperia, Michigan, by the teachers and grangers of two counties, has done some remarkable rural work, which is being copied in many places. The first meeting, attended by 1800 people, discussed phases of nearly all the elements of home, school, and rural life, broken by the dinner and supper hours which were one big picnic lunch. The subject, "Soil Fertility" was followed by "Mind Fertility"; "A Sanitary Kitchen" by "A Sanitary School," with music here and there throughout the program. Since then the meetings have been held annually, to the interest and profit of the dwellers in both counties.

A RURAL COMMUNITY CENTER

"In the name of God we dedicate this House to the promotion of the welfare of the community, in the cultivation of good will, in the enlargement of opportunity, for the broadening of life." In these words was dedicated Neighborhood House in Bennington Falls, Vermont, a most attractive house, well-lighted, neatly furnished, warm and cozy with rich red stage and window curtains. The building is truly a Neighborhood House, a symbol of the neighborliness of the village, the money contributed in large or small amounts, by young and old, each as he could, until the house when dedicated was free from debt.

And yet this house grew from a seed sown years ago by a young woman, who, troubled by the lack of occupation and fun of the boys and girls in the streets of a small rural town, asked them into her home once a week for a social hour. Then she began to teach the girls sewing and when the boys, too, wished something definite to do, they were taught cane seating. Soon the members were too great for one house and permission was obtained from mill owners to partition off some unused space in the mill for a club room. One would scarcely believe how the activities and the numbers have grown—gymnasium work, whittling and scroll sawing for the boys, sewing and basket weaving for the girls, besides the entertainments and exhibitions which have made the "Club" a community center.



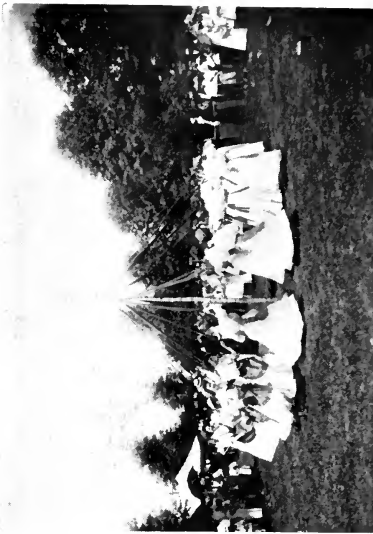
Windsor County, Vermont, Y. M. C. A.
A HOME-MADE SLIDE



Windsor County, Vermont, Y. M. C. A.
SACK RACE



NEW PALTZ NORMAL GIRLS PLAYING VOLLEY BALL



NORMAL SCHOOL GIRLS TEACHING THE MAY-POLE DANCES



Windsor County Y. M. C. A.

GRACE AND STRENGTH AND SKILL IN ARCHERY



A POWER IN UNIFYING THE YOUNG WOMEN OF WOODSTOCK, VERMONT

Vol. VI. No. 9

December, 1912

The Playground

To Promote Normal Wholesome Play
and Public Recreation



Trinity Parish, New York City

EVERY CHILD LOVES A TEA PARTY

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Two Dollars a Year

The Playground

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THE MAN WITH THE HOE *

EDWIN MARKHAM

Bowed by the weight of centuries he leans
Upon his hoe and gazes on the ground,
The emptiness of ages in his face,
And on his back the burden of the world.
Who made him dead to rapture and despair,
A thing that grieves not and that never hopes,
Stolid and stunned, a brother to the ox?
Who loosened and let down this brutal jaw?
Whose was the hand that slanted back this brow?
Whose breath blew out the light within this brain?

Is this the Thing the Lord God made and gave
To have dominion over sea and land;
To trace the stars and search the heavens for power;
To feel the passion of Eternity?
Is this the Dream He dreamed Who shaped the suns
And marked their ways upon the unknown deep?
Down all the stretch of Hell to its last gulf
There is no shape more terrible than this—
More tongued with censure of the world's blind greed—
More filled with signs and portents for the soul—
More fraught with menace to the universe.

What gulfs between him and the seraphim!
Slave of the wheel of labor, what to him
Are Plato and the swing of Pleiades?
What the long reaches of the peaks of song,
The rift of dawn, the reddening of the rose?
Through this dread shape the suffering ages look;
Time's tragedy is in that aching stoop;
Through this dread shape humanity betrayed,
Plundered, profaned and disinherited,
Cries protest to the Judges of the World,
A protest that is also prophecy.

* Published by courtesy of The Doubleday and McClure Company.

THE MAN WITHOUT PLAY

O Masters, lords and rulers in all lands,
Is this the handiwork you give to God,
This monstrous thing distorted and soul-quenched?
How will you ever straighten up this shape:
Touch it again with immortality;
Give back the upward looking and the light;
Rebuild in it the music and the dream;
Make right the immemorial infamies,
Perfidious wrongs, immedicable woes?

O Masters, lords and rulers in all lands,
How will the Future reckon with this Man?
How answer his brute question in that hour
When whirlwinds of rebellion shake the world?
How will it be with kingdoms and with kings—
With those who shaped him to the thing he is—
When this dumb Terror shall reply to God,
After the silence of the centuries?

THE MAN WITHOUT PLAY

(The Man with the Hoe)

HENRY S. CURTIS, PH.D.

Olivet, Michigan

Probably no other poem has expressed so well the modern spirit of justice and social accountability as "The Man With the Hoe." It is a great poem, classed with the greatest in the English language. It makes articulate the half-realized sympathies, aspirations and fears of the last two decades. It is the most powerful appeal that has been made for a life that is worth living, for work that is not pure drudgery, for time to be free and joyous. It may well be taken as the epic of the play movement.

It shows us the result of a life without play—
"This monstrous thing distorted and soul-quenched."
It suggests community responsibility—
"Who made him dead to rapture and despair?
A thing that grieves not and that never hopes?"

A RENAISSANCE IN STORYTELLING

It sounds its warning—

“O Masters, lords and rulers in all lands,
How will the future reckon with this man?
How answer his brute question in that hour
When whirlwinds of rebellion shake the world?”

The French Revolution was the first answer. It rests with society to avert a second. The difference between play and work is only in the spirit or mental attitude of the doer. The tragedy of an industrial age is the monotonous joyless life of the factory which is producing on every side brothers to the man with the hoe. Thrown against the sky line of this age appears to him whose eyes are not sodden, the “hoe-man” of Millet, and written across it in letters of fire are the words, “This is what childhood without play, toil without interest, and life without leisure make of a man.”

Riots and revolutions look out from his eyes, weigh down his back, sleep within his brain.

A RENAISSANCE IN STORYTELLING*

SEUMAS MACMANUS

Irish Lecturer and Story-teller, Donegal, Ireland

The Recall

One of your reporters asked me yesterday my opinion of American politics. I told him I was in favor of the recall,—I would recall every governor of a State, every mayor of a city, who could not tell a story, because government needs the same sympathy and understanding of men that is needed for the successful telling of a story. Every judge should be recalled if he cannot hold a gathering of his peers by telling a story. By the same token, every ruler in the land from the policeman down to the President should be subject to the recall. And I would add that it strikes me that, if your candidates for the Presidential nomination, instead of making whirlwind campaigns for bandying lefthand compliments, should take to whirlwind campaigns of storytelling, they

* Stenographic report of address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 5, 1912

A RENAISSANCE IN STORYTELLING

would draw twice the crowd, gain five times the popularity, and make ten times as good an impression upon the country.

A Mighty Magnet Storytelling, unfortunately, was a lost art in America not so long ago—a despised art, because your utilitarians found it was of no use. It could not make two good dollars ring where only one bad one had jingled before. Storytelling could only evoke sympathy and imagination—which were useless. But have you stopped to consider that these two things which storytelling evokes are two of the greatest factors, one human, the other superhuman, that have been put into man's care? When you hold the magnet over a mass of steel filings they assume order and beauty immediately. Sympathy is the mighty magnet that reduces to coherence and order and beauty the human filings that fill the world. Yet these two things, in the eyes of the utilitarians, are valueless because they do not teach man that his highest destiny is to become a cog in a perpetual motion machine. If you ask me to tell you in three words the benefits of storytelling, I will reply in ten words that besides giving the necessary mental occupation, storytelling will make the child father to a kindlier, more enthusiastic, a more idealistic, man than the one who is taught to scorn storytelling. If you took two groups of children and taught one to love storytelling and the other to scorn storytelling, it is very obvious which groups would furnish the greater percentage to the jails and the workhouses of the country. The storytelling nations of the world are the cheerful, sociable, enthusiastic, idealistic nations, and this is because storytelling to the child brings out all the better qualities,—sympathy, imagination, warmheartedness, sociability.

Better than Story-Reading Perhaps many of you will say, "Why not story-reading, of which we have such a plenty? Why bring back storytelling?" I think storytelling is to story-reading what the eating of a meal is to reading the bill-of-fare. The story-reading nations of the world are the morose nations because the reader's a selfish man who goes away into a corner with his book, becomes oblivious to the world around him, and gives back to the world nothing. Talk about land hogs, car hogs, end-seat hogs—I think the worst of them all is the book hog. I once traveled from Chicago to the Pacific Coast with a man who read all the way. I tried, by

A RENAISSANCE IN STORYTELLING

every subject from theology to baseball, to arouse him, but could get out of him only a grunt,—which was quite appropriate. That man read ten books from Chicago to the coast. I caught a glimpse of his books,—and not one of them was mine! Him I considered the typical, despicable, book hog.

Books are at best only canned pleasure, to be used like other canned goods, only in case of necessity—when you cannot get the fresh article. A literary Doctor Wiley is needed to go after the publishers with a government law which shall compel them to mark plainly on the outside the ingredients of the books. If this were done, you might most frequently read: "This book contains forty per cent egotism, forty per cent blatherskite, fifteen per cent mush and five per cent story." The best kind of reading is reading to groups instead of to oneself. That comes nearest to storytelling, but it is very far from being as effective, or as good, or as real. Most readers are dull enough to adorn a pulpit. Reading at the best, even to a group, is like speaking to them through a blanket. Few of the best books can bear to be read aloud from beginning to end. Take the best book by the best author, and try it on an audience. The chances are you will have to bar the window and bolt the door, and then watch out that the audience does not escape by the chimney. Storytelling is superior to the written story chiefly because the man who writes is not in touch with the audience. The storyteller talks to you, and has to make a story from beginning to end, and every sentence has to be a part of the story, because he is within range of a brickbat—and subject to the recall at any minute.

The Spoken Word the Remembered Word Another important argument is that if you come to think of it the spoken word is the remembered word. Reading I have always thought a ready means of giving a man plenty of interesting material for forgetting. Two pairs of things are locked together,—reading and forgetting, hearing and remembering. When I was a youth, in the chapel-yard among my native hills, before mass, the neighbors used to gather to hear the ideas of our old school master upon politics, and all other subjects under the sun. A fine and learned man, a pompous man, was the old school master. One day he gave some opinion which I was foolish enough to controvert. He looked down at this beardless

A RENAISSANCE IN STORYTELLING

youth scornfully, so that the neighbors pitied the youth, and said, "Sirrah! I have forgotten more than you ever learned." And that was true! That man was a great authority, and still is in that neighborhood. Some of the little and big things he said even sixty years ago are still told around the fireside in Donegal. For instance, in his day, school masters were poorly paid, and he lived in a poor shack amongst the hills. A house with us is said to be a warm house when it is comfortable and well stocked with provisions. One winter's night the school master's poor shack took fire and all the neighbors gathered to watch the house burn down and to sympathize with him. With a wave of his hand he declined their sympathy—"For the first time in my life," he said, "I can say I have the warmest house in the parish." After that he went to live with the scholars, stopping one night with one family and the next with another, and so on. One Sunday, some time after, the priest said to him, "Master McGragh, where do you stop now?" and the Master replied, "Sir, I have as many stops as a 'Univarsal'" (The Universal Reader—commonly called "the Univarsal"—was the standard reading book then).

These stories point the moral that the spoken word is the remembered word. The old school master's poor words have been carried to the homes and told by the firesides all through these long years. Many men have said in print far wittier things, which have long since been forgotten.

Storytelling Clubs Everywhere

It is a fine thing to me, coming from the land of storytelling, to find storytelling is coming to have value once more in America, and to find a great renaissance of storytelling sweeping the country. Going as I do from one end of the country to the other, in my annual lecture and storytelling tours, I have found it in every corner of the land, north and south, east and west, in universities, associations, clubs, and libraries. It will not be many years before you see chairs of storytelling established in your universities. I think in the meantime all of you should do whatever you can to hasten the thing forward. One of the ways in which you can help to bring it about is by organizing storytelling clubs in your universities and colleges and schools—and likewise in your homes. The question of what to do with your boys and girls in the evenings at least—may be answered

PROBLEMS OF DRAMATIC PLAY

by having storytelling clubs in the homes, clubs meeting one, or two, or three nights in the week, when one member should be ready with a story appropriate to tell after supper. In the schools storytelling hours might be started. You need not confine yourself entirely to stories in these clubs. The story you tell may be either a story you have heard, or read, but if read it should not be told exactly as you read it. Let the writing method go. Take out the facts and tell them in your own way always. Tell some of the famous stories of the world, the ballads from books of different kinds. Occasionally one of the club members might tell a poem between stories. There is every variety that will come under the head of storytelling. In the colleges and universities these clubs may be easily established and carried on. In the public schools they may be established under the guidance of the teacher, but not under the presidency of the teacher. Let the teacher take his part as a member only.

PROBLEMS OF DRAMATIC PLAY*

CORA MEL PATTEN

Drama League of America, Chicago, Illinois

The Drama League of America was organized in Chicago two years ago last April and now has a membership national in scope, bidding fair to become international, a membership of almost 50,000. This it has gained not by placing an organizer in the field, but either by sheer force of merit or because of popular fashion. The purpose of this body in a nutshell is based upon the belief that the theater is one of the strongest forces for the moulding of human character and the direction of human activities. Believing that we should be able to make of this tremendous force a constructive rather than a disintegrating influence for the making of character, working upon that basis, we said we will begin not by preaching to the actors for better drama, but we will seek to organize audiences, to educate the

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 7, 1912

PROBLEMS OF DRAMATIC PLAY

people in such a way that they will be able to appreciate the best drama, for what the people demand, managers will supply.

Drama for the Child A year after the organization of the Drama League I went to the president and said, "If we are going to organize audiences we cannot afford to neglect the child." I am very sure that little if anything can be done to change the appreciation and the taste of the majority who have reached the meridian of life. But children have by nature pure tastes. We only have to direct their instincts of childhood. I first brought together the people in Chicago who have done most effective work in children's dramatics and we formulated some tentative plans.

We believe that there are three ways in which to bring about a fine and high appreciation of drama which shall conduce to the purification of our standards and to the formation of a national dramatic art; first, through the reading of drama. The best plays and the plays that have been the most successful are the plays which have lived and which we enjoy taking into our homes to read. Second, we can never fully appreciate a play merely through the reading of a play, but it should be seen upon the stage. Third, we can never fully assimilate the drama until we have come upon the stage and acted a certain part in a play. Knowing that children love to play, knowing that childhood with all its simplicity is as dramatic as adult life with its tremendous problems, knowing that every child has in his nature the dramatic instinct, we believe that children will find a means of vitalizing literature through the drama. We believe it is one of the happiest ways of teaching both morals and manners.

In the beginning all advance educational work is more or less experimental. We set about in a very quiet way to organize groups of children simply for the play study of high class children's plays. During the year we have perfected six clubs of children in Chicago, in settlements, in churches, in one of our recreation centers, and in some cases in private circles. About fifteen plays have been given during the season. Many clubs have been organized outside of the city of Chicago. The children love the work and that in itself argues that it is worth while.

A Shakespeare Festival We feel, however, that the greatest work which we have done in Chicago has been in the nature of the Shakespeare festival. In this we used eighteen hundred children from about the sixth grade through the high

PROBLEMS OF DRAMATIC PLAY

school. We drew upon our public schools and private schools, our settlements, our women's clubs, our outdoor league and every force where we could possibly find aid. The entire expense of the festival was about \$1,100. All the material for the children's costumes was provided by the Drama League and sent to the schools and to the settlements. We had a designer to plan all our costumes. We drew upon members of women's clubs who volunteered to make the costumes. Much of the paraphernalia was made by the boys in their manual training classes. The festival consisted wholly of pantomime, song and dance. We had a procession a mile and a half in length. The whole thing was carried out with the utmost simplicity and with the greatest dignity. There was not one child who turned to the right or to the left. I did not see one child whisper. The lovers marched hand in hand with the simplicity of Arcadian days. Certainly it was a tremendous lesson in the appreciation of Shakespeare. We presented the costumes to the schools and allowed them to pay whatever they wished. It was about \$300. We prepared a very fine souvenir program which sold for ten cents. In all, the pageant cost us about \$600.

Dramatic Play for the Playground

We do believe that the play is the thing. If that is true, may not the playground be the place? The Drama League is putting dramatics into the Chicago playgrounds for the summer. We are going to carry these plays into eight of our playgrounds and to the districts where the children have had practically no such work, where the equipment is nothing, but where the children are in real need of dramatic plays, which will arouse them more perhaps than any other form of play. Each teacher will work with the children about an hour and a half every morning. At each performance we shall probably give two little plays. We hope to give in each center three performances during the summer. The Drama League pays for the workers and provides the costumes. In order to economize we are going to use as nearly as possible the same plays in each center. One young lady begins her work the first of July, the other the eighth. The children vary in measurements but we are planning to have our costumes so made that they can be used for the different children. We hope to make \$150 costume all the plays for the season. The board of education has very generously granted us the use of their assembly rooms for our practice work, for our playgrounds are not well enough equipped. Because of lack

PROBLEMS OF DRAMATIC PLAY

of shade we cannot have the actual rehearsals in the open as we should like, but the public performances will be given in the open, in the late afternoon or the early evening. We hope to interest both children and parents in these presentations.

From all over the country questions have been asked as to the adaptability of dramatic play for children's work. There is no doubt as to the interest, but our great need is for workers. We are starting a movement that is destined if rightly handled to accomplish much for the young but if in the hands of the unskilful or unwise it might be a calamity. The work must be presented always simply. No child must be exploited from the standpoint of personality. Every child must learn that it is the entire play that is to be considered and not his own little part.

Aims and Plans

We do not claim and we do not believe that children's dramatics represent the salvation of the world. We only believe that it is one sure means of bringing added joy and beauty and righteousness into children's lives. We are only beginning our work. We have had to prove the faith that was in us. The children's theatre in New York is soon to be reopened. Our plans for a children's theatre in Chicago are still immature, but we are working toward definite ends. The fact that thirty thousand children are supposed every day to attend the theatre means that we must awake. We would not give children more entertainment. They have enough. But we would give them the choicest, we would give them the best. I do believe that it will be possible for us to have a children's temple in our cosmopolitan centers where everything that is beautiful in art may be offered to the children. I do believe that through the organization of children into these dramatic clubs we may bring about the presentation of plays which shall truly interpret life to our boys and girls. The Junior Committee of the Drama League is preparing a list of plays suitable for children of the kindergarten, primary, grammar and high school. This will be ready for publication in early September. We need your interest and co-operation in the great work which we are attempting, the establishment of a drama that shall be a source of national pride and that shall be so pure and so beautiful that it shall stimulate high thinking and holy living. The Drama League office is located in The Marquette Building, Adams and Dearborn Streets, Chicago. We shall be glad to furnish literature to any who may be interested in our work.

PROBLEMS OF DRAMATIC PLAY *

MRS. HOWARD S. BRAUCHER

New York City

Seeing How It Feels

No instinct is more fundamental, more universal than the dramatic instinct. One might almost say that two-thirds of play is based on this instinct—the child playing house, the little mother with her doll, the boys playing Indian, the dry goods store or the grocers', the fire department, and the school—not to mention the more easily recognized dramatic play like the show in the barn and the circus with an admission fee of ten pins,—are they not all the child's attempt to hold the mirror up to Nature? And what about the young girl from the store or factory whose cheap lace collar, brooch of brilliants and waving willow plume gives her the airs and graces, self-satisfaction and conscious pride of her Fifth Avenue neighbor? We are all imitators. We like to get the feeling another has from his experiences. It is a rare life which spans sufficient emotional experience to satisfy the craving for experiencing, for "seeing how it feels," the desire to enter at least vicariously into that which is making soul-stuff for the throbbing life about us. I am not overlooking the danger that arises from such vicarious participation—the sentimental enjoyment of feeling without the power of being stabbed—which results in the Sentimental Tommies of the world—lost souls that wander ever between worlds, understanding intellectually, grasping as in a dream the joys and pains of their mates yet incapable of actually experiencing them. But need we worry about such types? Doesn't life after all stab home? And it is my conviction not only that dramatic play does not develop such types but that on the contrary it actually widens the range of real power to feel, and increases the gamut of experience as well as of expression. However, a recognition of this very common criticism and a desire to avoid such ill effects will affect dramatic methods in a way which I shall mention later.

With the Fairies

But if dramatic play had no part in interpreting and broadening the scope of real life, what about its relation to the imagination? Would you

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 7, 1912

PROBLEMS OF DRAMATIC PLAY

give up the memories of the fairies who dwelt in the trees, of the Brownies who might come in to wash the dishes while your back was turned, of the beautiful green elf who lived down in the heart of the carnation and lily, though your mother was the only human being who had ever seen her? Would you have your child-world in memory unpeopled, made common and gray and real? Would you give up the fancy which brings a half smile with a tear behind it as you now assert that you believe in fairies? So many of our children today are somehow missing the childlike fancy, the buoyant self-forgetfulness which comes from living in a half-real world. Perhaps they are poor rich children with mechanical toys and so many opportunities to see stupendous productions of the old fairy tales behind real foot-lights that the home plays seem crude. Fancy a child recognizing anything "make-believe" as crude! Perhaps they are rich poor children who live so close to the pain and the burden and the spectre that the airy forms of fairy life have quite flitted away. Or perhaps they are just normal healthy children whose child-like realism for want of a suggestive touch of fancy has shut out the dim fairy figures—whoever they are, wherever they are, do you want them to lose this unreal, very real part of their lives? Books and stories will help, will plant the seed—but only the appeal to the dramatic instinct will cause it to blossom as the rose.

I have been saying much about children, yet
The Night and the Light the need for children of a larger growth is
and the Half-Light just as great. The broadening of the sym-
pathies, the capacity to discern not only the
blacks and the whites but also the grays—not only the night
and the light but also the half-light—the consciousness of the
inexorable, unchangeable law that the wages of sin is death,
coupled with the human compassion that knows how easy it is
to fall—would you not have more of this if you had thrown
yourself into playing the part of Jean Valjean—instead of just
reading about him or seeing another depict his struggle? No
one questions the potency of literature and drama to develop
broad sweep of thought and feeling, but it is actual participa-
tion which bridges the chasm and makes the experience a perma-
nent part of life. I fancy an individual standing hesitant at
the center of a great circle, the circle of his possibilities, one

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small segment of that great circle the part of his potential life he actually lives—the dramatic instinct the key which admits him to at least a glimpse of what the rest might have been. Through the dramatic instinct the soul may look down to Camelot with no disastrous results.

Fairy Tales Ever Popular

If we believe the utilization of dramatic instinct to have all—or even half so much importance, it will affect our work in two places, first as to material used, type of play, and second, as to method. For children, both boys and girls up to seven or eight, and for girls even to thirteen or fourteen, the good old fairy tales have a perennial appeal. They lend themselves to dramatization and it is perfectly amazing how delighted children are to dramatize things which to the grown-ups seem quite preposterous. I remember one group of girls over eleven who loved to dramatize "The Wild Swans" and never tired of fitting back and forth, finally in a wild swoop fancying themselves turned into charming young princes. I once gave a class of colored girls averaging fourteen years in age a pretty little story of the return of a famous actress to her old farm home. After several rehearsals the girls appeared one day with a volume of fairy plays which they had secured from the library and announced their intention of playing "The Fairy Gift." I felt humble and without question dropped my play and together we made theirs a great success. Cinderella is my particular favorite. No experience with children's plays brings me greater pleasure in memory than the pantomime Cinderella given by fifty girls from eleven to fourteen, with charming improvised music.

I know sadly few plays for children with no fairy element that are not "goody-good." There can be no question of the value of the playing of characters strong in the face of heavy odds but let us beware of the fatal over-good child in dramatics as well as in stories. Children like a moral, I think we all do, but we prefer to be held to have sufficient intelligence to see it for ourselves. Of course for the boys we probably must provide heroics. I once vainly strove to get ready a play and was unable to understand the weak-kneed response until the leading man in a burst of vehemence railed, "Well, what are we anyway but a couple of scared detectives!" Thereupon we held a council and the boys helped me work out a camp fire scene, introducing

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songs, stories and reminiscences. It didn't measure up to my standard of art but there was not a weak or unmanly place in it and the boys worked like Trojans on it.

For Story Playing May I suggest a few of the stories I have found good for simple story playing, the children speaking such words as occur to them.

Cinderella
Sleeping Beauty
Hänsel and Gretel
Jack and the Beanstalk
Snow-white
Elves and Shoemaker
Eleven Wild Swans
Red Shoes
The Cat and the Parrot
The Golden Goose
King Arthur and Excalibur
The Hole in the Dike

Many of these are very well dramatized, ready to the hand. The others will lend themselves easily to a more permanent form than the simple story playing. Some ready made plays I have used are:

Plays for Children Mrs. Hugh Bell: Fairy Tale Plays and How to Act Them

Netta Syreth: Six Fairy Plays for Children
"The Fairy Gift" I mentioned is in this book. It has but five speaking parts.

Constance D'Arcy Mackay: House of the Heart and other plays for children; especially "The Enchanted Garden" which will use an unlimited number of flowers who dance but do not speak.

Silver Thread and other plays for young people; in this is "The Snow Witch" wherein any number of girls may be used in a folk dance.

Patriotic Pageants; plays and pageants for large numbers; may be produced indoors or out.

Frances Harris: Plays for Young People

Caro Atherton Dugan: King's Jester and other short plays for small stages.

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Ten Dancing Princesses published by French (burlesque must be cut but play very good). Price, \$0.15.

The Wings of Mignonette, published by Werner. Price, \$0.15.

Children's Classics in Dramatic Form, American Book Company; Song of the Heart, Red Shoes, Eleven Wild Swans.

Plays for For older girls from sixteen up, E. S.

Older Girls Werner, East 19th Street, New York City, publishes several plays which appeal strongly to the girls though their art may be seriously questioned.

Anita's Trial. Price, \$0.25

A camp play for fourteen characters—three acts

Two Little Rebels. Price, \$0.25

Two acts. Eleven parts. Two Negro

A Virginia Heroine. Price, \$0.25

Long—must be cut

Rebecca's Triumph. Price, \$0.25

Sixteen parts—one negro, one Irish—long

After the Game. Price, \$0.25

Ten characters—all popular with girls

Aunt Matilda's Birthday

Nine parts—one act

An Auction at Meadowvale

Eight parts—one act

The Return of Letty

The Lost Prince

A Christmas Play

Robin's Specific

Christmas Operetta

Self Expression As to methods, the chief principle I have
for Growth always worked by is, "Let the children express themselves, not the leader." Mere imitation deadens. I usually tell the story as dramatically—I do not mean theatrically—as I can, with much conversation, then let the children act it out themselves while I play sympathetic listener and encourager but not actor. Better, far better, is a crude presentation of something that is understood to the root by the small players and is real to them than the overtrained "beautiful crimes" we often see.

We must be careful of having too much that is sedentary,

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for the children come to us after hours in school. It is possible often to introduce folk dances and to have a good deal of physical activity.

After all, our work must be governed by a deep feeling for its lasting effect upon the players. We are working that they may have life—and have it abundantly.

RELIGIOUS SEASONAL FESTIVALS *

ALICE LEWISOHN

New York City

Those who are directing the material progress of the country are confronting a perplexing problem; what to do with its surplus resources, how to dispose of its ever-increasing products of industry; and those of us who are interested in social and human welfare find a parallel problem confronting us. How shall we employ all the human energy that is not crushed out by the mill or stifled in the factory? How shall it be used for good instead of for evil,—for the making of beauty and joy instead of sordidness and suffering?

We are realizing more and more the inalienable right of the individual to the sunshine of life, of youth to its dreams and visions and the opportunity to live for ideals and to share in their creation. In this realization lies the consciousness of all the emotional force or spiritual energy that is dormant in every community. How shall we free it? How can we direct it in order to establish a desire and demand for recreation in its noblest sense and a higher standard of social culture? This is our problem. In the topic dramatic play we hope to find one solution.

There are three phases of dramatic play that touch particularly upon neighborhood dramatics, with which I am most familiar: the historical pageants given throughout this country (but for the perfection of this type we must look to England); the civic celebrations;

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 6, 1912

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and the neighborhood dramatics that reflect the life and traditions of the neighborhood and are presented by the people themselves.

Neighborhood Artistic Expression

It seems to me that the problem of the historical pageant in the city is a gigantic, indeed almost hopeless one, until our neighborhoods secure more training and experience in artistic expression. Our populations are too diverse and too remote to ensure the close co-operation that is necessary for the whole and therefore, until such co-operation is possible it is our belief new neighborhood celebrations should be encouraged.

Independence Day last year in New York was developed in this way. Each neighborhood added its tribute to the whole city celebration. And it is through this same vision of each neighborhood working out its own art expression and perhaps some day collaborating for a great co-operative celebration that we may look to the establishment of the neighborhood theater before the municipal theater. There are already several beginnings, notably Hull House in Chicago, familiar to us all. Since this paper has been read a most interesting experiment has been started in Northampton, Mass., in the nature of a municipal theater.

I have been asked to tell you of some of the experiences and problems in connection with the dramatic work of the Henry Street Settlement.

Poetic Expression

For some years our junior clubs have operated to express in some poetic form the changes of the seasons and to voice the national and neighborhood traditions that have fired their imaginations. The settings for these festivals have been varied. Sometimes they have been fairyland or the primeval forest of the red men or the sacred grove of ancient worshippers, and the young people have interpreted the great mysterious drama of the seasons alike through the dance and song ceremonies of the Indians and through the Hebrew ritual services and Biblical traditions associated with our neighborhood. Besides the desire to widen the vision of the children and to broaden their horizon by giving them an opportunity to glance into other lands and learn to understand other customs and other peoples was the wish to revitalize and interpret for them their own traditions and symbols which to them are without meaning. For the inspiration that the old parent and grandparent receives from the ancient orthodox ceremonies is not substituted in the life

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of our younger generation by an enlightened religious training. So we set ourselves the task of rereading the old legends and ritual ceremonies,—so full of poetic fancy—that are associated with the Hebrew festivals. This led to a more intimate understanding of the philosophy and mysticism back of them that so nobly interpret a recognition of the universal nature symbols—the acceptance and reverence of the elemental forces that bring us life (which we find in the heart of all religions) which cannot fail to link together if we but see,—the ages of the past with the present, thus establishing in our minds a bond of fellowship with all the families of the earth.

From this experience and study grew the cycle of religious seasonal festivals.

The Miriam Festival

The Miriam or Passover Festival was our earliest effort; it described through dance and ancient chants and melodies the incident "and Miriam took a timbrel in her hand and all the maidens went out after her with dances and with singing." Through her dance Miriam prophesied in pantomime the victory of the Israelites over the many tribes that beset and hindered them during their wanderings and their ultimate finding of the Promised Land.

The Chanukah Festival

The Chanukah or Midwinter Festival told the story we all know, clothed in some legend of tradition, the story of the winter solstice, the mystery of light. In its rebirth and dedication each year the world over, we recognize a common symbol, the altar flame, the Yule log, the lighted Christmas tree, the Chinese lantern, the Chanukah lamp.

It was this interpretation of the winter solstice that led to the Chanukah Festival which we celebrated in the settlement at the Christmas holiday season. Into it we wove pagan, historical and legendary lore as well as parts of the ritual service still used in the synagogues.

The Feast of Tabernacles

The Hebrew Harvest Festival called the Feast of Tabernacles we celebrated one year in connection with our American Thanksgiving holiday. But instead of limiting it to the first harvest reaped by the white man in this country, we extended our Thanksgiving to the universal harvest reaped by all mankind. A Thanksgiving for the blessings of the elemental forces that produce and sustain life—for the fires of incense and of prayer, for the waters

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of growth and of purification, for the song that is borne upon the wings of the air and for that which we find in the heart of all things, *melody*.

To the music of the festival we have given great consideration. The ritual chants and synagogical melodies have been gathered after careful research. For the dances and other musical setting we have incorporated classic compositions that seem to suggest most fittingly the idea.

Symbolism has been the keynote of the color schemes in costume and stage-setting and it is with the utmost regard for the symbol or idea that the dances have been developed. On every hand we attempt to suggest rather than represent, to interpret rather than describe; we look into the past to learn but not to imitate.

Our audiences, composed to a large extent of the parents of our children, are enthusiastically appreciative of all the performances. They thank us with true Oriental courtesy for picturing their religious background to the children and dignifying it to them. A small boy was on the verge of being expelled from the chorus for very serious breaches of conduct. His father visited the head-worker and explained that though he hesitated to interfere with the settlement discipline, he should like his son to have the experience of sharing in the solemnity of such an occasion.

"The Shepherd" It was only after some years of experience with the more lyric forms of drama in pantomime, dance, and songs that we attempted a modern drama—"The Shepherd," by Olive Tilford Dargan. Many groups cooperated in the development of this production. Besides the dramatic appeal to both audience and players, "The Shepherd" made a strong neighborhood appeal, setting forth a plea for Russian freedom and portraying conditions and situations most familiar to our audiences.

With an increasing repertoire we hope next year to establish a week-end theater where festivals and plays of real purpose may be presented by groups of neighborhood players of all ages. With the drama, as with the festival, we feel that the nobler the theme and the more significant its purpose the greater is the response from those viewing the performance as well as from those taking part. We feel that it is this spirit of reverence creating an atmosphere of deep sincerity that dignifies the performance so that it is

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accepted for what it is rather than tolerated as an amateurish effort. This spirit which is our goal can be fostered only through subordinating the individual to the idea to be presented and co-operating in a united effort for the beauty of the whole.

Social Expression The most inspiring factor in the making of a neighborhood festival or play is the spirit of co-operation, from every source from the tiniest member of a club who has her share in the making of a blossom to the busiest members of the settlement household who lend their aid in ways too numerous to mention. Each department contributes in some way, through art, design, costume, properties, ushers or scene shifters or with any other need to be fulfilled until the ultimate production is the achievement of all. This social expression, we feel, is the really significant purpose of the neighborhood festival and drama. We are convinced that wider experiments in dramatic play will tend to create a higher standard of social culture and a deeper appreciation of a wholesome and dignified recreation in the neighborhood.

In Memoriam

DAVID BLAUSTEIN

No one who saw David Blaustein with the little children at the Educational Alliance in New York City could ever forget the depth of understanding, the breadth of sympathetic power. So thoroughly alive himself, he radiated life to all about him. Men and women who heard him interpret to recreation workers at Cleveland the need of recreation for immigrant families went away with their hearts beating a little more warmly, more ready to enter sympathetically into the problems of their own neighborhoods. Men and women in every part of the country, as they read of Dr. Blaustein's death, felt an individual sense of loss. The deep, strong influence of his simple greatness will long abide with the social workers whose lives he touched.

THE SCHOOLHOUSE RECREATION CENTER AS AN ATTEMPT TO AID IMMIGRANTS IN ADJUSTING THEMSELVES TO AMERICAN CONDITIONS*

DAVID BLAUSTEIN, PH.D.

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New York City

We have not to discuss the desirability or the undesirability of immigration. That we leave to our representatives in Washington. We shall concern ourselves with the question of the immigrant after he has passed the port of landing and becomes part and parcel of our nation, the future citizen of this country. What can we do for him that he shall become a blessing to the country? Those of us who are interested in the question of education in general and of the education of the immigrant in particular are inclined to think that in our efforts to Americanize the foreigner or to Americanize the foreigner's child who attends school we are impatient of results and sometimes the effect is contrary to our aims. The schools as we have them are not taking into consideration that these children come from the homes of immigrants who bring to this country a different point of view—not always the wrong one, either. We are apt to be a bit lofty about our own ideas and to give our children the impression that that which is American is good and that which is not American is not good. For this reason, in the education of the immigrant child we must teach the child so that he adapts and assimilates all that is good in American institutions and yet does not lose the good and the ideal that was brought to America by his parents.

Closing the Breach between Child and Parent

The immigrant does not always come, as people think, to better himself only materially. He often comes for no other reason than that he has an ideal which the conditions in his native land do not permit him ever to reach, and he hopes that through American free institutions he may realize this ideal. But I shall not speak to-night about technical education, or education as generally understood. We are interested in play. We are interested in playgrounds, and just

* Stenographic report of address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 7, 1912

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there we must have in mind the parent as well as the child. For instance, in New York City, in the Italian quarter called Five Points, they teach in the evening in some rooms English to the adults and Italian to the children,—not that they expect to make of the children Italian scholars, nor merely admirers of the Italian language and fond of Italian literature, but because it is one of the means of healing the breach between the child and the parent. The child often gets an idea, after he learns the English language, that there is no other language to learn in the world, and when father and mother speak Italian he thinks it old-fashioned and to be forgotten as soon as possible. If nothing else is done but to give the child an idea of how difficult it is to acquire a knowledge of the Italian language which his parents speak, it shows him that that language is not to be despised. If our schools cannot afford to do this, then philanthropy supplies the demand.

Immigrants Consider Play Waste of Time

When we speak of play, the first thought that comes to our minds is the play of the child. We forget, however, that by play as we understand it and teach it to the child, we widen the gap between parent and child. The whole idea of play is foreign to immigrant people,—a waste of time, frivolity. I recall trying to interest intelligent men and women, educated men and women, people who had a good education on the other side, but not a good American education, in play. They pored over their books, and discussed serious questions. I tried to tell them that in America people lead strenuous lives and play is a part of work just as a pause is a part of music, that one cannot do his full duty, nor justice to his work, unless he has certain hours of recreation. And after all the arguments had been gone over they decided they would indulge in the lighter things of life, and after much thought and consideration started chess clubs! Physical pleasure such as dancing, passive pleasure such as the concert, the drama, and informal conversation, these people thought a waste of time. These people consider play in this way, and yet we take away their children from them and give them American methods of play. If there is a tragedy of play, it is the tragedy that the parents do not understand their children. When it comes to amusements we give them something not only foreign to them,

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but something to which they object. The Jew in eastern Europe has for various reasons acquired an ideal of physical weakness. He must disqualify himself from serving in the army, and for that and many other reasons it is better for him to become physically weak. Then comes a massacre of the Jews. And who massacres them? The one who is superior physically, not mentally or morally. Then he comes to America, and his children, within a week after going to an American school, begin to talk about American heroes such as John L. Sullivan! He finds American people admire physical strength. He becomes so impressed with our institutions that he thinks that is all there is of America. It is necessary for us that the immigrant parent should recognize in the child the growing American citizen. He should not be led to think that America takes the child away from him. Therefore, whatever we do in our schools, we must interpret to the parents. When we teach the child that a sound body means a sound mind, the parent can not grasp it because he is used to an ideal of physical weakness. We should not be satisfied with merely teaching the child to play. We should make an effort to have the parent familiar with what is being done for his child in the way of amusement.

The Immigrant an Individualist

One of the great difficulties is to make the immigrant understand that in America people are not organized any more than they are in Europe. We are apt to think Germany is full of system. In reality the people are not organized there, or if they are it is done autocratically or under protest. In America we have freedom of action, and if people get together and organize themselves it is a voluntary effort, and that is why there is more stability and soundness in American life than in German. The Europeans, especially those who come from the countries which for the last twenty-five years have given us the bulk of immigration, the Slavs, the Italians, the Jews, are going to play a prominent part in American life in the near future. They are all individualists,—no greater individualists live than the Slavs. Why was the Russian revolution a failure; why are the uprisings in China and Portugal so far from successful? Because the people are individualists and cannot organize. Teachers of athletics will tell you that when they

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have immigrant children play in teams it is most difficult to get them to pull together. Each boy wants to make his own hit. When we come to the question of organized games for immigrant children, and through them for their parents, we must not forget this strong characteristic of the immigrant.

Teaching American Customs through the Drama

Another characteristic is that the immigrant is very informal. He hates all conventionalities and formalities. He does not understand that in well regulated society and among civilized people we cannot let people go wild and all act in accordance with their own feelings, that we must have certain laws to guide us in our relations with others. I have had the opportunity of trying to overcome this difficulty, and the best way I have found is through the drama. You will have difficulty in making the immigrant knock at the door,—he does not see any necessity for it. He feels himself at home in his neighbor's house. If you said to him, "Do so and so," he would be offended. Again, he has a peculiar idea of the position of woman in society. He does not believe in privileges for women and cannot understand the American idea about the treatment of women. Tell him how to act toward a woman, and he will call it out of place. But teach a child some little play, and have the parents witness that, and incidentally the parents observe all the conventionalities as practised by their own children on the stage. The parents would feel insulted if you tried to teach them by direct methods, but by teaching the children certain manners, either directly or through dramatics, you reach the parents. Whatever the child does on the stage, the parent takes for granted must be the right thing to do.

We are often concerned with the question of how we can make the immigrant know American history and understand American institutions. It is too late in life for the parent to study, and often there is no opportunity for it. After all, the immigrant lives a life of his own. Have a little celebration in which the children will gladly take part, and whatever the children do interests the parents. This is a way to teach them history. In an immigrant settlement there may be a celebration by means of pictures showing the signing of the Declaration of Independence. Parents will enjoy it and will learn a

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great chapter of American history. In this way, I have had the pleasure of making immigrant parents understand the meaning of the celebration of Thanksgiving. My share in work among immigrants has been with the Jewish people, but human nature is the same everywhere. The Jew comes from a country where a holiday is always a religious affair, and where the national holidays are against his own principles because they are connected with a religion to which he does not subscribe. Tell him to celebrate the Thanksgiving holiday,—that it is not a church holiday, or a Jewish holiday, or a Mohammedan holiday, but an American holiday,—well, he cannot understand it. Again, the living picture! Let his own child have a part in depicting the home life of the American. He knows nothing about the home life of New England families, where people travel hundreds of miles for the family reunion at Thanksgiving. He will thus get an idea of American home life.

Sympathy with Games

How shall we make the immigrant realize that he will be called upon to lead a more strenuous life here, and therefore must pay more attention to his body as well as to his mind? We have gymnasiums and educate the child to the idea of health and wholesome athletics, but we forget that the parents are opposed to it and think the child is going wrong when he goes to a school or a settlement. Very often the child must steal away from home and sometimes must lie. That does not have a moral effect. We must not be impatient of results. Let us invite the parents to the school or to the settlement and let them see what is being done with their children. We must try to make the children acquainted with the ideals of the country from which the parents came. In athletics and play we cannot do this, because in the countries from which they came athletics and games were associated only with military service. We cannot teach the child to understand the ideals of the land from which the father came by games. We must start in the right way, and just as we make a child understand the parent by studying the language and literature of the parent, so we must try to make the parent understand what is done for the child by bringing into games that which the parent knows. I always admire and favor the idea of the songs of all nations, and the games and dances of all nations. Let the

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parents hear the national airs of the country from which they came. Teach the parent to recognize the opportunities his child has in America through games, associating the games with that which the parent already knows.

Blending the Races through Play

In education it may be necessary for us, for the time being at least, to take a step backward. We should not be so impatient and hasty of results that the child turns away from the parents. There is another lesson which the parent should learn, and that is that America has a great vocation,—that is, the blending together of the different races. And it cannot be done through our churches. Let each church live up to that which is great and dear to its adherents. Let our schools teach more American ideals so that the children shall continue the big general American traditions. Parents should learn that in America we are all one. I shall never forget the impression made on me in Chicago when I saw the games in which representatives of all races and nationalities took part. We then saw that, although America does separate the people, she also unites them, in spite of differences in religion and language, in customs brought from the old country. I always consider that games are a great factor in bringing a better understanding between parents and children if the parents are immigrants. Through games the parents are made to see new ideals which otherwise they could not see. I therefore maintain that the public schools through recreation centers, and the settlements through recreation activities, contribute a great deal to bring about a happy relation between the parents, who see no future for them otherwise, and the children who otherwise would fail because they have no past.

Play is instrumental and helpful indeed in making Americans from foreigners, while at the same time serving as a check upon the native American child of a foreign family, that he may not altogether fly away from the parents. This is the last word of prophecy: that Elijah will come and will reconcile the heart of the parents with the heart of the child. The prophet could not see any greater happiness or any greater ideal than the time when the heart of the parents and the heart of the children should become one.

THE ADMINISTRATION OF DANCE HALLS*

FRED F. McCLURE

Kansas City, Missouri

In Kansas City we have about forty-eight halls that are used by clubs, fraternal orders and private individuals. I am firm in the belief that commercial dance halls properly regulated, if owned by individuals, can be brought to the same standards as halls owned by the municipality. Believing this, we have tried to bring the commercial dance halls of Kansas City to a standard by placing inspectors in every hall every night that a hall was in operation, insisting that the manager enforce the rules laid down by the department. To make plain just what authority the city has for compelling the manager to enforce the rules let me say that the permit is issued by the license bureau and goes to the chief of police for his counter signature; after the permit has been countersigned by the chief of police the manager of the hall by his signature practically signs a contract in which he promises to operate the hall in the manner the ordinance provides. The sale and distribution of liquor in a public dance hall is forbidden. Any dance hall having connection by stairway or hallway with a saloon would be interpreted by the ordinance as having direct connection. Therefore a rule is laid down by the management of the dance hall that passing in and out of the dance hall during the evening will not be permitted. This has worked out successfully and the number of intoxicated people found in the dance halls is at a minimum at the present time.

Inspect Two Halls an Evening

We at first thought it would be practicable for one man to attend about four halls in one evening. Now we believe that he should attend only two halls in an evening. We believe that the majority of the places should be made to bear the expense of the inspection. We have an ordinance at the present time before the upper house of the council embodying the rules that have been in force, providing that the manager of the hall shall pay a fee of one dollar every night an inspector is in the hall.

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 7, 1912

THE ADMINISTRATION OF DANCE HALLS

Back to the Home We were unfortunate in procuring an ordinance at first in which regulations regarding lighting were omitted. Exclusion of minors under eighteen from the dance hall was also omitted at first. These, however, were included later. Special permits to operate later than twelve o'clock are issued only in the case of annual meetings. Girls under seventeen are not permitted to enter the dance halls. In about 400 cases that have been handled by the department since September, 1910, at least 90 per cent of the girls were there simply because their mothers and fathers were not concerned as to where they were going. Only about 30 or 40 of the 400 cases investigated have gone to the juvenile court. The inspectors are instructed to take the name and address of any girl in the dance hall who appears to be under seventeen. The name and address is given the following morning to one of the women probation officers. She calls at the home of the girl and there makes plain to the parents what dangers are ahead of the girl if she is permitted to attend places of commercial recreation and to keep late hours. They are also told that the girl must not again attend the public dance hall unless a guardian accompanies her. If the girl is found in a dance hall after that the case is referred to the juvenile court and an order from the juvenile court is put upon the girl. A record of each case is kept. That is not a public record. It is simply a record of the conditions that are in the home for use later on when the girl may possibly come before the court.

Better the School Center I hardly know how to form an opinion as to whether the commercial dance hall should be permitted to exist, if some other form of recreation can be furnished. It is hard for me to conceive of anything but evil coming from gatherings such as are found in the public dance hall operated purely on a business basis. I have been sure that numbers of women of the streets were mingling in the dance halls and getting recruits among innocent girls.

We called upon the school board for the use of some of the public schools as community social centers. Last winter twelve of the schools were opened. This morning I see from one of our local newspapers that our school board has stated that in the future all of the school buildings will be constructed so that

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they may be used as social centers. It is certain that just as soon as the work can be organized successfully there will be plenty of available places for social centers and I believe that the problems of social dancing will there be properly worked out.

THE INFLUENCE OF THE DANCE HALL*

MILDRED E. CHADSEY

Chief of the Sanitary Police of Cleveland, Ohio

When I first began this wild career I was amazed to find that for the first time in my life I could understand what a great American democracy is. I heard a boy say to another in a dance hall, "Who is the swell girl you are dancing with?" "She is from New York. Come over and I will introduce you." And he added, "When I introduce you to her, you make a bow and say 'I am glad to make your acquaintance, Miss,'" and the other looked at him pityingly and said, "O, gee, what d'yer take me for, one o' them Euclid Aveners swells?" and he went over and grabbed the girl, and called out, "Come on, kid, let's dance." I realized then what was meant by one who said our democracy exists not to have classes, but to have every class find something within itself with which to be contented. I found in a dance hall a great and new meaning of this thing we call Americanism.

Life Unvarnished And Untamed

We have some dance halls that are the great melting pots of our cities. We may well believe that those who frequent them have an ideal, but when we see these souls all struggling together to attain this end, it is difficult to find what this ideal is as they perceive it. When we hear them contemptuously calling themselves "Micks," "Sheenies," "Polacks," "Wops," which to us bears a stigma, it only means a difference in ideals. When we see boys and girls manifesting in these halls their great exuberance, what does it mean? It is not enough for us to think of our ideals, and believe that they are their ideals. Life faces us in the dance hall, for there is where we have real

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 8, 1912

THE INFLUENCE OF THE DANCE HALL

life, unvarnished and untamed. If these are our melting pots ought not we reformers to know the dance halls so that we can help these people to raise their ideals? Consider this great spirit of social unrest that is so manifesting itself through them—ought not we to know their side of it? And where can we get it better than in the dance hall? I would not have you think that all the ideals of Americanism as seen in the dance hall are discouraging or detrimental. I found one very splendid example of American adaptability in a dance hall. At a masquerade, a girl who was dressed as a ballet dancer received the first prize, and as was the custom all the recipients of prizes stepped upon the platform to bow and acknowledge the prize. When it came time for this girl to remove her masque there was revealed a rather weary face of forty years or more. The boys called out, "O, take it away!" Just for one moment the corners of her mouth went down, and then she straightened up and said, "Stung!"

The House of Dreams The next thing we find in the dance hall, a thing which we need more of in this country, is sentiment. In this workaday world we are in the habit of believing that we have only a humdrum existence. We are in the habit of believing that the romance and beauty are all over, and so I love to go to these dance halls to see that it is still in existence. It was Miss Addams who first called the motion picture show the House of Dreams. The dance hall might be called the Hall of Fulfillment, where all dreams might come true. Every girl who goes there thinks that there she may meet her Prince Charming. One might think it a common enough thing for a girl to come home at night from her work, put on another dress and rush off to the dance hall with her mother's blessing. But it is dramatic. She is no longer the tired factory girl, but is literally the queen of the ball, and comes into possession of her true self, her better self. The mother knows that it is the right of every girl to enjoy the happiness and freedom of girlhood. And it is only in the dance hall that she has any opportunity whatsoever to realize this. It seems to me if we are going to have in America a great and a happy and an efficient people we must have a contented people, and we cannot have a contented people made up of individuals who feel they have lost the rights of their youth.

THE REGULATION OF DANCE HALLS *

MRS. CHARLES H. ISRAELS

Chairman of the Committee on Amusement and Vacation Resources for Working Girls, New York City

Regulation by Public Opinion

There is a kind of regulation which never yet has been inscribed on any statute book and yet it is the safest kind of public regulation. That is regulation by public opinion. That means your opinion and my opinion and the opinion of the boy who attends the dances and the opinion of the owner of the hall. Evil may exist under the best framed statute.

As to the Dreamland dance hall, it has possibilities of great evil. It is also the first constructive form of the greatest possible good. The very same things that exist in a public dance hall may exist in a private dance hall or in a recreation center. The thing that makes a dance hall most effective is the realization by the community that it has responsibility to see that in that dance hall, law is properly enforced and decency maintained.

Not Bad Because It Is Commercial

It is not fair to commercial amusement to say that it is bad simply because it is commercial. There always will be people who wish to pay for their amusements. The mere fact that a dance hall makes a lot of money goes to show this. If seventy-five dances are given in this city every night and if it is possible to give over four hundred dances a night in New York, it is the community's responsibility to see that a business which has assumed such proportions is safely conducted and properly regulated and that provisions for the care and safety of those attending the dances are made. After you have established the principle that the owner owes a fee to the city, there are just two things that need to be done. First, see that the building is structurally safe, and second, that the dance hall is properly conducted. Everything that you complain of in the commercial dance hall may take place in the public school and may take place when people leave there as well as when they leave the dance hall.

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 7, 1912

THE REGULATION OF DANCE HALLS

The problem must be taken up from a community standpoint. Force places of ill fame out of existence. Get the co-operation of the people who run your dance halls. Get them to work with you. Eliminate the saloon. It is not all in the passing of an ordinance. Just because you have passed an ordinance you cannot sit still and fold your hands. Study your State laws. Do not try to pass a State law for dance halls. This is a question of home rule. It is a police question. It is a question of the authority of the police bureau where the legal responsibility is to be concentrated in the mayor or other community head.

THE REGULATION OF DANCE HALLS*

JULIA SCHOENFELD

Field Secretary of the Playground and Recreation Association of America,
New York City

Legislation varies according to the size of the city. Legislation that can be enacted in New York is entirely different in many respects from the legislation that can be enacted in the small town. But the problems are the same in all communities, only differing in extent and intensity.

Center Responsibility From an experience of three years, working as an active field secretary, I have come to the conclusion that it is best to center all responsibility in one department. It is unwise to divide responsibility; for instance, in Boston we found that where the responsibility was divided between the police force and the mayor's office, many evils existed which would have been avoided had one body been responsible. I think that the police force as it is now organized should not have the responsibility.

The "club dance" has about the same features as the dance that is run by the management of the hall. In the small community the "club dance" or "social" does limit its membership; but even here there is a lack of discrimination. Club dances exist for the purpose of making money.

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 7, 1912

THE REGULATION OF DANCE HALLS

Buildings

The first consideration in working out legislation is the building. Each city should take up the question of building construction. In every city you find laws, but some are very inadequate. It is the duty of the city to provide that all dance halls should be in fire-proof buildings, or not above the second floor in non-fire-proof buildings. There should be regulations as to ventilation, toilet facilities, lighting, and heating. This should relate not only to dance halls, but to all buildings where public entertainments take place.

Regulations

The ordinances should cover the sale of liquor. The selling of liquor should be prohibited. It is doubtful to just what extent the regulation of the liquor selling can be carried; but you can insist that no liquor be sold in the halls where dancing is taught. The hour of closing is your next consideration. There is no reason why a public dance hall should continue later than twelve-thirty. If a club desires to run a dance into the early hours of the morning, it should show the license bureau the need for continuing the dance and receive a special permit. Then there is the question of age limit. Girls and boys under eighteen ought not to be allowed in public dances. It has been found possible to enforce that limit in the smaller cities. In large cities like Chicago and New York, it might be well to place the limit at sixteen.

Inspection

Next comes the matter of inspection. There should be a matron in every public dance hall, and the expense should be placed on the management of the hall. All halls should lose their licenses if not run according to the laws of decency or if they violate any part of the city ordinances.

These general regulations should be enforced in the motion picture houses and in the vaudeville houses. There is no reason why standing room should be allowed in the motion picture houses. I believe the law which exists in some communities limiting the number of seats has done a great deal of harm. Instead, dignify the motion picture theater and exact the same regulations as you do from the regular theater. Each city should establish a local board of censorship. Besides censoring the films, this board should look after the vaudeville features, many of which are still coarse and vulgar.

VACANT LOTS CONVERTED INTO SKATING RINKS

The final enforcement of all law will rest with the public opinion of the community. Develop sentiment, arouse a real interest, and the public will insist that the laws be enforced.

All complaints should be entered at the licensing bureau and should be investigated by the officers of the bureau. In the matter of license fees, the amount should be carefully considered. It is unwise to have one flat fee for all places. The man who can accommodate only two hundred people, and the man who can accommodate twelve hundred people on the dance floor, should not pay the same. Consult the excellent dance ordinances of Cleveland and Kansas City.

Constructive Measures It is possible through constructive measures to raise the standard of dance halls. In New York City, dance halls have been opened by private organizations and placed on a business basis. This necessitates that men in business bring their halls up to the same standard in order to retain their trade. Open the public schools in the evening for dancing and for motion picture entertainments. Establish municipally controlled dance places and field houses for the use of neighborhood groups. Large factories in some cities have opened recreation rooms for their young people and are conducting dances under proper supervision. They have recognized the wonderful constructive possibilities of the dance.

However, before any work can be undertaken in the regulation of dance halls, it is first necessary to study the problem in your community and then, with information that is accurate and has been obtained first-hand, it is possible to so regulate and supervise all public amusement places that they will give to the young people a maximum of enjoyment and recreation without the accompanying evils now found.

VACANT LOTS CONVERTED INTO SKATING RINKS

ABBIE CONDIT

Assistant, Playground and Recreation Association of America,
New York City

Communities are rapidly coming to the realization that the use of vacant lots in the winter for skating is a necessary continuation of summer playground work, and that there is no reason

VACANT LOTS CONVERTED INTO SKATING RINKS

why at least a part of the playground, such as, for instance, the base ball diamond, should not be converted into a skating rink. Several cities have been very successful in utilizing in this way their open spaces, thereby contributing greatly to the health of their boys and girls and helping to conserve the good effects of the summer's work.

A few practical suggestions from the experience of some of the cities which have established such work may be of help to communities just initiating the undertaking.

Preparing the Surface

As the first step, clear the surface of a level piece of ground, being careful to fill up small holes and foot prints so that it is smooth.

It is well to wait until there is at least an inch of frost in the ground. If there is snow on the ground a bank may be formed at the sides of the rink of the snow which has been pushed off the level surface, or the earth may be pushed back in the same way. In order, however, to have a permanent rink some communities have found it advisable to build banks. Springfield, Massachusetts, uses for this purpose wood or cement foundation blocks, bought second hand because of chipped edges or other defects. These blocks or twelve inch boards are set flush with the ground and banked on both sides with sand. The whole is then wet so that the boards or cement will freeze into the ground. It is not, however, always necessary to build these permanent banks, though there must be some sort of natural elevation or bank of earth or snow from six inches to a foot high to contain the water.

Sprinkling or Flooding

Next comes the sprinkling or flooding process, which should be done at night or very early in the morning. At Hiram House in Cleveland it has been found practicable to use for this purpose a hose of a larger size than ordinary garden hose with a nozzle that distributes the water well, not in a fine spray but rather in large drops. Begin at one end of the ground as in sprinkling grass. During cold weather by the time the caretaker has reached the other end of the ground the lower end is frozen so that he can proceed backward and forward and as rapidly as he throws the water on the ground it will freeze. Gradually a layer of ice is built up, but there

VACANT LOTS CONVERTED INTO SKATING RINKS

must be no water underneath the ice for it will soak into the ground, causing air cavities which will result in the breaking of the ice. At Hiram House the method which was employed (and this has been found successful for twelve years) is to have the caretaker start at 10 P. M. First he sweeps the ice and cleans off the snow, if snow has fallen, and then sprinkles the ice until it has a glowing surface. It usually takes about three hours to sprinkle a half acre. The sprinkling must be done every night.

Other communities employ the flooding process, which consists in turning enough water on the surface after it has been cleared to insure a thickness of from four to six inches. The surface, however, should be built up gradually, a small amount of water being allowed to freeze solid before more water is added. The advantage of this method is that the pond is not broken up so much in mild weather as it would be if there were water under it. All are agreed, however, that the renewing of the ice should be done by the sprinkling process, the ground-up ice having been first removed. The frequency of sprinkling depends upon weather conditions and the amount of use which the ice receives. Where the ice is not constantly used, once a week may be sufficient but if possible it is most desirable for the sprinkling to be done every night.

The Cost

The question naturally arises as to the cost of doing the work necessary for the clearing and flooding of the lot and keeping the ice in good condition. This of course depends largely on local conditions,—the cost of obtaining the water, the number of men employed. There ought to be no expense connected with securing the ground itself. If it is not practicable to make use of playground property, some public spirited citizen can be found who will be glad to lend a vacant lot for this purpose. The cost of obtaining water will be very slight if the property selected is near a hydrant.

In Holyoke, Mass., five rinks were conducted last winter under the Playground Commission and two under the Park Commission at a cost of \$450.00 for the entire winter. There was an average attendance of two thousand a day. Here no constant attendants were employed, as it has been found quite as satisfactory to have a flying squadron which goes from ground to ground to remove all the snow and do the necessary repairing. In this city, with one

VACANT LOTS CONVERTED INTO SKATING RINKS

exception, the rinks were made by flooding the wading pools and banking up earth around a larger area, flooding this in connection with the wading pool and thus more than doubling its size. Denver, which has ten skating ponds on vacant lots in different parts of the city estimates that it cost about \$25 for a lot 100 feet by 150. Where the city has charge of the management it is probably better to have employees who work by the month. Private organizations, such as a playground association, which are in better position to watch the time of the laborers, may find it less expensive to pay by the hour. It is usually possible, too, to secure the help of the boys in clearing the ice. In large cities where park commissions have charge of the work the clearing and scraping of the ice is usually done by horse scrapers. It is estimated in Milwaukee that if the ground is prepared for flooding before it is frozen, two men can prepare an acre in a level vacant lot in one day. Once the lot is covered with ice, the rescraping and reflooding might take one man three half days a week. This would not allow for extra time for clearing the snow. It is estimated in Milwaukee that \$107 is the minimum cost for preparing and keeping one acre in order. In St. Paul the six skating rinks, four on playgrounds, two on vacant lots, are maintained under supervision and are open for adults until 9.30 P. M. The average daily attendance last year was five hundred. The total expense for six weeks was less than a thousand dollars. Boston has found that in order to keep within its appropriation and to provide adequate skating space for the crowds that visit its ponds, it is economical to purchase labor saving machines and consequently the work is being done with planes and scrapers. The planes cost about \$125, the scrapers from five to eight dollars. One plane, three V scrapers and three scoop scrapers make a good outfit for the care of five acres of ice. The Boston experience has been that in one working day a two-horse plane and two scrapers will take care of two acres of ice in ordinary condition.

Worth While Notwithstanding the variations in cost and methods, the communities which have undertaken the providing of skating on playgrounds and vacant lots are unanimous in expressions of enthusiasm over the results obtained.

PARK LIFE: WHOLESOME EMPLOYMENT FOR CITY BOYS DURING THE SUMMER VACATION *

B. J. HORCHEM

Superintendent, Park Life, Dubuque, Iowa

A Summer Worth While

A school boy from twelve years upward, afloat on the streets, doing no good, is an indictment of our educational system. In 1908 I entered upon an experiment which I had long contemplated as a solution of this problem of the city boy in vacation time. It has since become widely known by the designation Park Life,—a plan to secure for the school boy during the summer months a wholesome, pleasant and profitable outing for work and recreation in the open air. I selected certain boys for the first summer, not because they needed the outing more than other boys needed it, but simply for the purpose of working out a plan which might prove applicable to all boys. The work for that summer was made a success. In the following summer the plan had grown and developed and the growth has steadily continued.

Park Life offers comradeship, life with other boys under new surroundings, real work of a variety of kinds and plenty of healthful exercise and good times. It develops initiative, invention and originality and there is scarcely a limit to what it can accomplish in a constructive way. It looks to a happier, more wholesome education of the physical, the intellectual, and the moral nature. It looks to the improvement of the social structure of America and takes into account the rapid changes of condition certain to come through the mode of life of the people of our states. It aims to prepare boys to be able to enjoy more and to be of greater service to their fellows under these new social conditions to which we as a people are rapidly tending.

In its pursuit of these aims Park Life has succeeded beyond expectations. The boys have been benefited physically, intellectually and morally. Tours have been made to places of unusual interest: educators have come from afar to address the boys on

* Stenographic report of address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 6, 1912

PARK LIFE

topics of interest and opportuneness. As a result, wide publicity has been given to our purposes, plans and progress. Newspapers, magazines and bulletins have contained scores of columns devoted to the subject. Every month extends the discussion of the scheme and of the benefits to be derived from it. All suitable persons are welcome to join us and increase the magnitude of the experiment. So far the work has been only with boys, but we intend to extend it to girls also and to have an all-year-round school which ultimately will lead to schools in suburbs far in advance of our present public schools. With rapid transit it will be possible to do this.

Two Essentials

There are two essentials in the idea and plan of Park Life without which its purpose cannot be fully realized. These are breadth and permanency. We are not satisfied to know that only the boys of Dubuque have Park Life when boys in other cities need it, too. It would be easy to establish a summer school of narrow range in membership and in scope of work. A pay school would attract the patronage of the wealthy. It might be popular and financially profitable to its managers, but what we have in mind is obliteration of class distinction based on wealth, and the mingling of boys on the basis of character and worth. Park Life is not a reformatory. It seeks to eliminate the suggestions and temptations to evil and to render reformatories unnecessary through the force of wholesome and inspiring environment and the contagious influence of good character and strong purpose. It would be easy to secure aid for a charity in behalf of the poor of a large city, but Park Life has no suggestion of charity. It attracts and brings together boys most favored and those least favored by home conditions, and a larger number who belong to what is called the middle class. The aim of Park Life is as broad as the full horizon of boyhood's desires. No social, nor sectarian, nor political lines are known in it. Nothing that can develop the boy physically, intellectually or morally is neglected.

The second essential, permanency, is now the subject of our chief solicitude. Why should we be satisfied with a present career when the needs of the boys will continue from generation to generation, and with Dubuque when every other city has the same need? We are not, and we hope to ensure the permanency of Park Life here, and the example of it to communities everywhere.

SHOULD BOY SCOUT ACTIVITIES BE MADE A PART
OF THE MUNICIPAL RECREATION PROGRAM
AND SUPPORTED BY PUBLIC FUNDS?*

EDGAR S. MARTIN

Supervisor of Playgrounds, District of Columbia,

AND

F. A. MCKENZIE

Department of Economics and Sociology, Ohio State University,
Columbus, Ohio

Rarely in the history of our country has any movement for the betterment of our citizenship, for self-improvement and for service to humanity, kindled such wholesome and wide-spread respect in the minds of thinking people as has the Boy Scout movement. Better than that, its spirit is reaching down into the lives of our boys and kindling in them a desire for resourcefulness and power.

The movement has two distinct but united appeals to make to the boy, the one physical, the other psychic. It has long been realized that a well-nourished body with muscles and organs well trained, provides an essential background, or at least a most valuable basis for a strong and vigorous mind. This in itself justifies every necessary expenditure for the physical development of the youth of the race. But physical development in itself is of minor importance compared with the psychic development that coincides with its every stage. We are slowly beginning to understand that it is the boy's birthright to realize and express *himself* in and through *action*; that is, to build his *body* and his *personality* in the selfsame process. We are beginning to appreciate the infinite force that resides in the master passion, in the unconquerable desire to *be*. We may fairly say that this passion to *be* or to *become* through action as great, that is, as manifold as possible, is seen in the boy's imitation of the animal, the savage, the criminal, or the philanthropist. He *will* imitate. Shall this stream of power be directed to the valleys of courteousness, respect, and consideration? Shall the imitative instinct be so guided as to arouse in the boy a desire to be of real service to humanity?

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 6, 1912

BOY SCOUT ACTIVITIES

The boy's philosophy seems to be, "I do, therefore I am." Perhaps we should put in a preliminary step, "I admire—I do—I am." Since, then, his personality is built out of his action, and his action out of his admirations, we have the key to the secret of the manufacture of citizens.

The Boy Scout movement furnishes a method of approach to the boy's inner life. It reaches down to his level, understands life as he does, works out with him his natural tendencies, and arouses in him a desire to attain to the motto—"BE PREPARED." As organized throughout the country, the movement is a community asset. It is an opportunity to reach the boy for good citizenship. Statistics show that there is a great gap between the ages of ten and twenty-five years; that the greatest number are in school at ten years of age; that the greatest number are at work at twenty-five years of age; this being the period when most boys and girls are started in careers of crime. Statistics also show that most of our boys leave school at fourteen years of age. Scouting begins with the boy when he is twelve years old and its activities continue for six years, after which time the training which he has then received stands him in hand during his whole career.

The Boy Scout movement therefore places a value on the minority years of citizenship life. It provides the boy with something to do. It teaches him to do things for himself, makes him self-reliant, courageous, and manly. It makes him co-operate with the community. It extends to him an opportunity to win the approval of the community in which he lives. It does this at the most opportune time, at the most impressionable age of the boy.

Service to the State

How these aims are being realized is best indicated by the following instances where Boy Scouts are doing a real service to the State or

municipality.

In the State of Pennsylvania the Boy Scouts have been enlisted in the fight against the chestnut tree blight.

Governor Osburn of Michigan has called upon the Boy Scouts of his State to prepare themselves to fight forest fires.

In New Hampshire the Forestry Commission has asked the leaders of the Boy Scouts of America to co-operate with it in preventing forest fires in that State.

BOY SCOUT ACTIVITIES

In the same State, as well as in Ohio, the Scouts are being used in a movement to protect the birds.

In New Jersey the Boy Scouts are being made use of by the National Congress of Mothers to promote the building of good roads.

In almost every State in the Union they are planting trees.

**Service to
the City** The above suggestions indicate the value of the Boy Scout movement to the State. In the same way I might enumerate the assistance that the Boy Scouts are giving in their various cities. For instance:—

In Washington, D. C., the Boy Scouts did effective work in the City Cleaning Campaign and later in the Fly Killing Campaign. Next Saturday and Sunday they will assist the Police Department and the Red Cross Society in caring for any accidents which may occur along the line of march at the unveiling of the Columbus Monument, when 80,000 people are expected to visit the city.

In St. Louis the Boy Scouts are enlisted in a war against the mosquito.

In Poughkeepsie, New York, the Common Council is awarding medals to boys who qualify in ten different phases of civic knowledge.

The police departments of the various cities report that the Boy Scouts have prevented millions of dollars worth of property from being destroyed during the last year.

In Baltimore the Boy Scouts are reported as having helped the police to locate a lost boy.

In Roanoke, Virginia, a troop of Boy Scouts assisted the citizens in taking a census.

In Monteur Falls, New York, a Boy Scout is credited with having stopped a runaway horse.

In Saco, Maine, a small boy was saved from drowning by the Scouts.

These are but few of the reports which we are receiving as to the services being rendered by Boy Scouts.

Thus you see, scoutcraft means observation, deduction, and handiness. A combination of these qualities results in ability to do things. Scoutcraft includes instruction in first aid, life saving,

BOY SCOUT ACTIVITIES

tracking, signalling, nature study, seamanship, camp craft, woodcraft, chivalry, patriotism, and many other subjects. The results sought through scoutcraft are accomplished in games and team play which are educational as well as recreational for the boys.

Part of Municipal Recreation Program

We go to the following municipal bodies for our assistance: the board of health, medical association, police department, fire department, public library, public schools, forestry department, geological survey, department of agriculture, and to nearly every department of civic, State and national government. The fact that these bodies to whom we appeal for assistance without exception come to our aid and later become as much interested in the work as the boys do themselves, attests the value of this work.

If, as I have said, the object of this organization includes matters of vital interest to the State and nation, and it is the purpose of this organization to train the boys along these lines, there can be no doubt as to the value of this work to the community. I am therefore firmly convinced that the Boy Scout activities should be made a part of the municipal recreation program; that they should be developed in our schools and on our playgrounds and in our recreation centers; and that, therefore, they should be supported entirely by public funds. There is no good reason why activities of such value as these have proven to be, should not be supported by public funds as is the kindergarten, the manual training department, the music department, the physical department, and every other department of our public school system.

This work lessens the work of the health department, the police department, the fire department and in fact almost every department of our government. It does this because it develops a citizenship stronger physically, mentally and morally. The support of these activities by public funds waits only upon a convincing demonstration of the facts here stated and I believe that demonstration is almost complete. I know of no form of educational and recreational work easier to defend.

Supported by Public Funds

We take it for granted that municipal recreation is supported by public funds. This is practically true at this time. Athletics and games are also publicly supported through the physical depart-

BOY SCOUT ACTIVITIES

ments of our universities, high schools and graded schools. Only two per cent of our boys enter our universities. Nevertheless a very highly organized kind of athletics has been introduced. A highly trained athlete only can enter these games. Our lawmakers legislate in the interests of these institutions, making appropriations to build large gymnasiums, armories and athletic fields. Only five per cent of our young people enter our high school yet it is unusual at the present time, and is considered beneath the dignity of our city fathers, to build a high school without its finely equipped gymnasium where the ones who have been favored with good health are allowed to specialize in athletics while the masses sit and watch, only occasionally exercising their lungs a little when they have a chance to cheer or jeer. These institutions have been liberally provided for, for a number of years. Recently the Playground movement and more recently the Boy Scout movement and the Camp Fire Girls have taken up the battle in the interest of every boy and girl whether physically strong or not and whether in school or out. The organizers of both these movements believe that every boy and girl should take part in a variety of exercises tending to all-round development. These organizations have substituted programs of activities representing a new idea in the field of public health.

In conclusion, then, we may assert that the Boy Scout Movement aims to provide that sufficient amount and that kind of outdoor exercise, or better, outdoor doings, for all the youth, which will first hold them to its activities, and secondly, will give that general health and vigor which is so essential to the well-being of our citizenship. The logic which gives us gymnasiums and competitive athletics at public expense will even more surely give us the public appropriations to maintain the scout activities. When, however, we add to this general health movement, those kinds of stimulations which give breadth of experience and largeness of personality, we make another and even greater claim to public sympathy and support. The public is much more interested in great citizens than it is even in great athletes. All we have to do is to prove that the scout activities will give us these results only, and there will be no difficulty in incorporating them in the list of municipal functions.

BOOK REVIEWS

THE CHILDREN'S CITY

By ESTHER SINGLETON. Published by Sturgis & Walton Company, New York.
Price, \$1.25

FRANCIS R. NORTH

Field Secretary of the Playground and Recreation Association of
America, Boston, Massachusetts

In this attractive little book, Miss Singleton has conducted the readers to several important points of interest in and about New York City. Among the places visited are the Aquarium, Central Park, Bronx Park, The Natural History Museum, the Metropolitan Museum, Morningside and Riverside Parks, and the Statue of Liberty. In the historical introduction and in the excursions themselves, the author has shown much talent in emphasizing the important and attractive features and omitting uninteresting details. For this reason the book will prove a valuable manual for teachers and leaders of playgrounds in conducting parties of children on visits about the city. The style and method cannot fail to interest children.

It is to be hoped that a similar service in the case of other cities will be performed by authors as well equipped for the work as Miss Singleton has evidently been.

FOR MEN OF HONOR

Physical Training for May, 1912, contains an article upon the educational value of athletics, by Dr. Henry F. Kallenberg, which will find a response in the hearts of playground workers. He maintains that law and order in athletics make for law and order in business and in life, that "frenzied athletics," the spirit of "anything to win" is the father of "frenzied finance"; that "the mental processes that work out dishonorable acts in athletic competitions are exactly like those which work out dishonorable deals in business and in politics." Therefore in amateur athletics, which can be rather easily regulated, is a great opportunity to develop men of high ideals who will not lie or steal in any form or manner.

BOOK REVIEWS

BOOKS FOR BOYS AND GIRLS APPROVED BY THE BROOKLYN PUBLIC LIBRARY FOR USE IN ITS CHILDREN'S ROOMS

Published by Brooklyn Public Library, 1911.

An excellent list of books for boys and girls is published by the Brooklyn Public Library for use in its children's rooms. About 1,700 titles are given, 200 of which are marked as the best. Books which children like, "which inspire to patriotism and breadth of sympathy" . . . which suggest occupations useful and amusing . . . poems that sing into the young heart enthusiasm for loyalty, courage, fidelity and purity,—these have been chosen, even where the critic might condemn them. "If a book arouses in a child admiration for courage, honor, endurance, manliness or womanliness, faithfulness, pluck, gentleness, then that is a moral book."

PLAY AND GAMES FOR SCHOOLS

Issued by C. P. CARY, State Superintendent, Madison, Wisconsin. Democrat Printing Co., State Printer, 1911

The increasing co-operation between school people and play promoters, with Wisconsin, as usual, in the forefront of things progressive, is illustrated in the booklet, "Plays and Games for Schools," issued by C. P. Cary, State Superintendent of Schools in Wisconsin. A splendid list of games, both new and old, for schoolroom and playground, with directions for playing them, is given, preceded by a brief statement of the contribution of play to health, morals, mental training and success. Some attention is given to rural school play, and the country field day. Suggestions for making apparatus complete this valuable little book.

THE CELEBRATION OF THE FOURTH OF JULY BY MEANS OF PAGEANTRY

By WILLIAM CHAUNCEY LANGDON. Published by The Division of Recreation of the Russell Sage Foundation, 400 Metropolitan Tower, New York City. Price, \$0.15

Much experience in pageantry leads Mr. Langdon to believe that by this path America shall reach a truly Safe and Sane Fourth, which shall yet have historical and artistic value and bring the inspiration of the Declaration of Independence to the present life of the locality. He gives in this pamphlet rather detailed suggestions for a beautiful celebration and for a gen-

BOOK REVIEWS

eral pageant, with the idea that either may be modified to suit a given community. He suggests that it is almost necessary, in order to make the most of such events, and to insure development from year to year, that the Fourth of July Committee should hold over from one year to the next.

The pamphlet gains additional value from the notes on music by Arthur Farwell, who, with Mr. Langdon, sees the marvellous artistic and educative opportunities of a yearly festival, based upon the deepest emotions of the American people. Mr. Farwell's suggestions for music for the Fourth grow out of his faith that "people in the mass, particularly under formulated ceremonial conditions, will rise to the greatest heights of enthusiasm in response to the greatest and best music," and he points out how, by stimulation and co-operation, music may be used to glorify the idea of Independence Day.

THE EXPLOITATION OF PLEASURE, A STUDY OF COMMERCIAL RECREATIONS IN NEW YORK CITY

By MICHAEL M. DAVIS, JR., Ph.D. Published by the Department of Child Hygiene of the Russell Sage Foundation, 400 Metropolitan Tower, New York City. Price, \$0.10

A valuable study of commercial recreation, the causes and conditions leading to its position of power, careful statistics of use, cost, good and evil of candy shops, ice-cream parlors, penny arcades, dance halls, meeting halls, vaudeville, moving-picture and "standard" theaters, may be found in this pamphlet. Much has previously been written regarding the moral effect of dance halls, but little has been said of the effect of the meeting places for clubs and lodges, with their tremendous influence upon politics and citizenship. One club of young men able to pay \$2.50 a meeting for a hall was obliged to take a fair room, only fairly clean for this price—and it was most difficult to find that. Many rooms over saloons were open to them free, with the understanding that drinks should be purchased, but could not be rented at any price otherwise. The young men were unwilling to go to the public school because it meant surveillance and enforced ten o'clock closing.

Mr. Davis outlines a program of legal regulation and constructive action.

BOOK REVIEWS

FESTIVALS AND PLAYS IN SCHOOLS AND ELSEWHERE

By PERCIVAL CHUBB and his Associates of the School Staff. Published by Harper and Brothers, New York and London. Price, \$2.00, net

A mere review cannot do justice to the wealth of information, suggestion and inspiration contained in this volume. It is not the kind of book one reads in a library and lays aside but the kind one buys and puts in the most convenient corner of the bookcase. Or perhaps it never goes into the bookcase at all but lies on the desk or table, ready to the hand. In the first place Mr. Chubb sets forth his theories of festival values and the infinite possibilities of education and culture through co-operation in festival giving. This is a part of the book to be read regardless of its relation to festivals when faith grows faint or the high ideal of all educational work glows dimly. Then there is the theory and practice of festivals as seen by the workers, with detailed and specific examples of ways of working for almost every conceivable type; Mr. Chubb on the theme, the general machinery, and the significance; Mr. Dykema on the music and the teaching; Mr. Hall on the place and scope of art in the festival; Miss Perrin on costuming; Miss Goodlander on the dramatic activities and Miss Allerton on dancing. Each of these parts might be a whole in itself, so full of originality and practicability are they. The last part of the book is devoted to Appendices—programs, diagrams, dramatizations, description of costumes, and a splendid bibliography upon festival music, and festival costuming.

So complete, so earnest, so simple is the book that those who are interested in any phase of this work will desire to make more and better use of the festival idea after reading it, while it seems almost like temerity to think of presenting a festival without consulting it.

**SHOP
EARLY**

BUY your Christmas presents *early*—early in the day and early in December. That will be your biggest gift of the holidays to the workers behind the counters and on the delivery wagons.

Vol. VI. No. 10

January, 1913

The Playground

To Promote Normal Wholesome Play
and Public Recreation



L. W. Hine

SEWING LININGS INTO TROUSERS
IN A NEW YORK TENEMENT

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Two Dollars a Year

The Playground

Published Monthly by the

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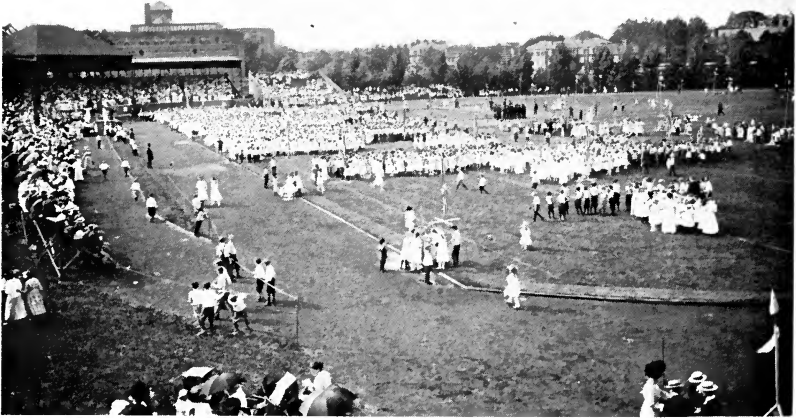
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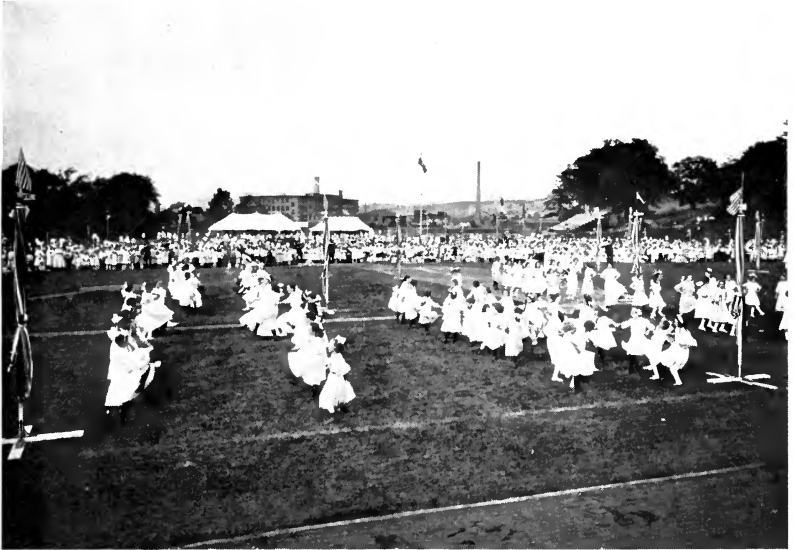
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AMERICA—SUNG BY ABOUT FOUR THOUSAND BOYS AND GIRLS. MUSIC BY PLAYGROUND ORCHESTRA



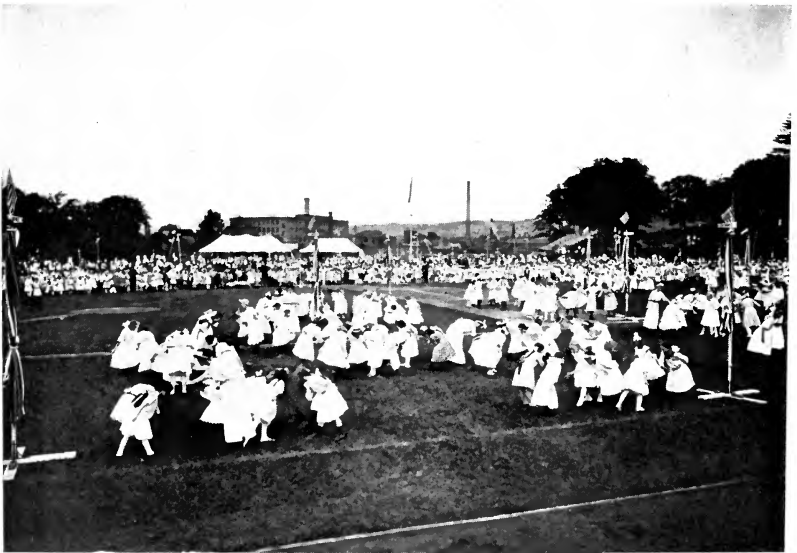
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BOYS' GROUP GAMES—PARTICIPATED IN BY ABOUT THREE HUNDRED BOYS



Worcester Playground Commission

IRISH REEL—DANCED BY THREE HUNDRED AND SEVENTY-TWO GIRLS
FROM TWENTY PLAYGROUNDS



Worcester Playground Commission

MINUET—DANCED BY FOUR HUNDRED AND THIRTY-TWO GIRLS FROM
TWENTY PLAYGROUNDS

THE RURAL WORLD AT PLAY

"It does not require a course in physics or psychology or sociology or theology to show that a score or a hundred people uniting in singing, earnestly, and with abandon, are learning and illustrating the true spirit of fellowship in effective and joyous effort." *

Boy Scout Movement

Thirty-two per cent. of the Scout Masters are in rural communities of 2,500 or fewer inhabitants; seventeen per cent. in communities of 1,000 or fewer people; eight per cent. in communities of 500 or fewer people.

Seventeen per cent. of the urban Scout Masters are ministers; twenty-five per cent. in communities of 2,500 or less; thirty per cent. in villages of less than 500 population.

This does not give an adequate idea, however, of the number of Scout Masters in rural communities working in connection with rural Sunday schools, as a great proportion of these are laymen.

Play Rooms in Country Churches

The village or open-country churches to-day are chiefly the one-room type—an oblong, barn-like structure, furnished with hard, straight-backed pews. With a proper amalgamation, that may become one of a cluster of buildings, or a part of a multi-form plant. There should be a reading room and a library; a play-room, perhaps a bowling alley and a pool table; a place for exhibitions and lectures bearing upon agriculture or social enjoyment. The curse of the country is its social sterility and nothing but the church can safely remove that curse.

The recreation of the young people should be encouraged and supervised by the church, with suitable grounds—baseball diamonds and tennis courts—and with regular field days and tournaments and fairs, where such are not already conducted by county or state associations.†

Recreational and Educational

The Superintendent of Schools in Iowa, who organized the first Boys' Corn Club in that state, and helped to make the township

* Report of Committee on Country Church Association, January, 1909

† Joseph H. Odell in *Munsey's* for September, 1912

THE RURAL WORLD AT PLAY

fairs given by these clubs a success, said of the county fair which was the finale of the small fairs:

"It was the greatest educational meeting ever held in the county. The interest which it created has spread in its influence to all the work of our rural schools and has caused the farmers of our county to organize a farmers' institute."

At the Wisconsin Fair

"Where is that boy? I declare I cannot keep track of Johnnie." "Don't worry, Madam, you'll probably find him up at the playground,—all the kids are up there." And surely enough Mother found Johnnie at the model playground. He was one of the eight thousand children who at the Wisconsin State Fair found the apparatus far more exciting than artistic embroideries, pies in glass cases, and fruits which could not be eaten. And it is needless to say that Mother enjoyed these latter much more in the knowledge that Johnnie was having a good time in a safe place and under the care of a wise play leader.

Hundreds of grown up people from all parts of the state watched the children at play and talked with the play leader, and, armed with playground literature as they went away, expressed their determination to take immediate steps to secure the establishment of playgrounds in their own towns.

So popular was the scheme with the children, and so hearty was the approval expressed by the parents, that the board of managers proposed to provide more equipment before the opening of the next year's fair. A regular department of play and recreation has been established by the State Board of Agriculture with a view to extending and developing recreation as a feature of the annual State fair.

Juvenile Fairs in Oregon

Juvenile Fairs have recently been held in many of the counties of Oregon. In Benton County thirty school districts participated; in Clackamas County, twelve, and equally large numbers in other counties. The exhibits included prize chickens and pigs, vegetables, jellies, bread, and sewing, besides mechanical devices and other hand-work. One lad of sixteen exhibited a laundry motor made of a piece of wagon, the disc of a graphophone, several pieces of wire and two cups. Much attention

THE RURAL WORLD AT PLAY

was given to the Eugenic exhibit, a baby show in which the contestants were judged according to height, weight, symmetry, quality of skin and fat, condition of tonsils and teeth, energy, facial and ocular expression.

Rural Contests in Wisconsin Wisconsin has long held contests in one rural school, then in the schools of a township and then in those of a county in arithmetic, corn growing, athletics, manual training. In fifty-six counties, eighty-three contests were held. Sometimes these take the form of county educational and field meets, which bring out the whole county in wild enthusiasm, with flags and pennants and school yells.

At one such fair, agricultural products raised by the pupils from seeds distributed by the county superintendent were exhibited. Thirty-three varieties were displayed. The teachers collected the money for prizes this year, but so pleased were the various boards that they will contribute the prizes hereafter.

Dramatic "The Rivals," under the direction of the minister, was produced in a large barn by young people in a small town in Connecticut.

After the Pageant Whether or not rural people can get together in real co-operation seems to have been successfully answered in the affirmative by the aftermath of the Thetford Pageant. The marvelous co-operation required to produce the pageant at all, when it meant travelling twelve or fourteen miles for rehearsals, sacrificing hours of time at a busy season of the year and putting personal and sectional jealousies behind, almost guaranteed what would follow. Since then, agricultural experts have been enthusiastically received by the farmers: a soil expert from the Agricultural Department of the United States, the dairying expert of New England, a specialist in fruit culture from the State Agricultural College, and the State forester. Under the direction of the State commissioner of agriculture who came by invitation, a cow-testing association has been organized, which will employ a man to test the herds and give to each farmer the rating of each cow in his herd and the cost and profit of her maintenance. The women have organized as the "Thet-

THE RURAL WORLD AT PLAY

ford Kitchen," while the Thetford Brotherhood still stands back of all lines of civic development.

The Appeal for Leadership in Rural Recreation

Appealing letters are received for branches in rural districts by the Young Women's Christian Association from school superintendents and teachers, from pastors, mothers, and from city dwellers who formerly lived in the country. All repeat the same story,—little to fill the life, the eyes ever fixed on the city, dullness, monotony, no interests.

Model Rural School House

The model rural school house at Cornell University with its cozy, homelike air and large windows overlooking gardens and artistic landscapes cannot but lift the pupils' ideas of home and give them a keener desire for beauty as well as efficiency everywhere. In such a house and in such gardens recreation and education are playmates.

A Community Center

A consolidated school, which shall also be a community center with athletic and playgrounds, tennis courts, model gardens, and a residence for the principal, with surrounding buildings containing a business office, library, auditorium, kitchen, all this set in modest pride in ten acres of ground, is not this a vision of the future when the course of empire shall be toward the country instead of the city? Such is the vision of the Country Life Commission of Washington State.

The school is designed to serve an area of thirty-six square miles, the most distant point being three miles.

School Playgrounds in Virginia

A law requiring approval of school sites and plans by the board of education and the State superintendent, a State superintendent wisely urging the need of playgrounds,—this combination has resulted in the building of nine out of ten schools with from three to five acres of ground about them in towns, villages, and country districts in Virginia. Even some of the city buildings have three or four acres. The ground suitable for playgrounds secured, an effort is made to organize athletic associations and make the playground a community play center.

THE RURAL WORLD AT PLAY

Rural Clearing House

Kenyon L. Butterfield, President of the Massachusetts Agricultural College, in writing for *Rural Manhood*, has urged that the farmers and the villagers in rural communities should get together not merely for their own individual benefit, nor for the benefit of certain groups, but for the common good. He urges not a new organization but a clearing house, a committee of representatives of the various existing institutions and organizations which have the community-welfare purpose at heart. "Its great purpose is not to usurp the work of any one of its constituent parts, but rather to bring to bear upon the more important problems of community welfare the insight, intelligence, patriotism, influence, needs of the whole community, as they are expressed through the organized forces of the community."

President Butterfield would have this committee secure a thorough survey of the neighborhood, which should reveal the needs and the resources of the neighborhood, industrial, social, religious, educational, and be the foundation upon which to build up a constructive work. It should avail itself of the extension work offered by the State Agricultural College for developing a system of agricultural education for young and old. It should start a campaign for some one definite improvement,—better schools, better roads, the beautification of the landscape, or it should be destroying some moral plague spot. It should hold conferences on rural progress in order to get all the people together to discuss and act upon its propositions.

The Home Kinetoscope

Thomas A. Edison has recently perfected his latest invention, the Home Kinetoscope, which he hopes will make possible his dream of education by moving pictures. It is a miniature moving picture machine, so simply and compactly constructed that a child can handle it, and so small—being about the size of a talking machine—that it can easily be operated in an ordinary living room.

The pictures shown vary in size according to the strength of the lens used, the size of the machine and the distance from the screen. The machine will project a picture on a visiting card held close, or on a screen sixty feet away. The best home

THE RURAL WORLD AT PLAY

results, however, are obtained at a distance ranging from fifteen to twenty-five feet, though a perfectly satisfactory series can be run off with the machine and the screen only ten feet apart. A single foot of the Home Kinetoscope film will contain 210 pictures, 70 in each row. The eighty feet of film corresponds to a thousand feet of commercial film. The films have the further advantage of being non-inflammable and non-explosive.

Home-made Apparatus

The following suggestions for home-made playground apparatus, which may be helpful to those who have the will but not the wherewithal to promote country play, appeared in the *Northwest Journal of Education*.

Any rural school playground may be equipped with such simple apparatus as is described below which may be made at home.

A sand box, 1 x 8 x 12 feet, with a board or plank put on the top edge of the sides of the box to serve for a seat or shelf, filled with clean sand will afford special enjoyment for the smaller children.

A merry-go-round may be constructed after the fashion of the old turning style. The fir planks used in its construction should be wide enough to afford comfortable seats. Where there are only a few small children, an old wagon wheel may be made to serve the purpose very nicely by setting the axle into the ground as a post deeply enough so that the wheel when put in place will make a revolving seat 16 inches high. The axle should be set in cement or be well braced, else the merry-go-round will soon be out of order.

A wagon wheel or plow wheel may be used in making a giant stride by sinking the spindle in the end of a 10 inch x 10 inch x 12 foot timber and anchoring this timber securely in the ground by setting in four feet of cement or by braces in a hole of equal or greater depth. The wheel should have swivel links fastened to its rim in which ropes may be secured before the wheel is put in place. The ground around the giant stride should be level and smooth.

By removing the earth from a space 1 x 6 x 12 feet and filling the pit with sand a jumping pit is easily made. The pit should

RECREATION ACTIVITIES OF COUNTY Y. M. C. A.

be located so that there will be a smooth level place for running on one side of the pit.

The construction of the swing is so well known as to need no description, except a caution to make it substantial and to fasten the swing seat securely on the rope or chain. The expense of making the swing is so little that two swings, one at each end of the supporting beam or rod may be made, a low one for small children and a higher one for the larger children. In the center French rings may be placed. These rings should be about 6 or 8 inches in diameter. They should be suspended from the supporting bar by ropes of equal length and hang about two inches higher than the average reach of the children.

The horizontal bar may be made from a piece of 1¼ inch x 8 foot steel pipe and two posts of 2 x 6 inch plank. The posts should have holes bored in them to admit the ends of the pipe, the pipe to be left free to be raised or lowered to a higher or lower level by moving it to higher or lower holes. The pipe should be kept from turning by putting a bolt or pin through both plank and pipe at right angles to the other holes in the plank.

The teeter-board is very familiar to all and a constant source of enjoyment for children. The standard may be a plank securely fastened to two posts—taking care not to get it too high, and 2 inch x 10 inch x 14 foot fir planks may be used as the teeter; a chain or bar above the center of the plank will prevent it from slipping to one side or falling off the standard.

RECREATION ACTIVITIES OF THE COUNTY YOUNG MEN'S CHRISTIAN ASSOCIATIONS *

Seeing and Solving the Problem

The active extension of the Young Men's Christian Association work in the country districts of the United States has done much for the cause of rural recreation, both in showing the need and the problems and in solving those problems. Among the

* For the material in this article we are indebted to *Rural Manhood*

RECREATION ACTIVITIES OF COUNTY Y. M. C. A.

recreational activities reported in the last year are county boys' camps, agricultural contests and play festivals. Out of the twenty-nine smallest communities in the United States and Canada having Y. M. C. A. buildings, ten report swimming pools, nineteen bowling alleys, fourteen athletic fields, and the whole twenty-nine, gymnasiums. These associations averaged sixteen socials and fourteen entertainments. Eighteen of the twenty-nine have physical directors giving their entire time to the work. One group in Michigan finds recreation in gathering twice a month for the study of live stock through the Agricultural College correspondence course. Rhode Island reports many baseball leagues, tramping trips, and seven athletic meets with 391 entries.

In New York

In Dutchess County, New York, a careful study of the physical life has been followed by a vigorous campaign for improved sanitation, directed play and athletics, and instruction in sex hygiene. Five towns in Westchester County, New York, made arrangements for a lecture and entertainment circuit. So successful was this that three other nearby towns have asked to be included. The workers of this county are more than pleased with the success of the badge contest idea. The boys are classed by weight and try to measure up to a certain standard. When a boy makes a score of fifty, he receives a badge. Every boy must do something unless pronounced by a doctor unfit for exercise. Mr. Allen, the leader, states the object "to arouse interest, give a systematic management, improve the physical condition, develop character through self-control, temperate living, and fair play, provide play progress, encourage courtesy, honesty, loyalty, justice, truthfulness, and determination."

From Canada comes word of successful field meets and "getting together" socials. A number of rural teachers brought

In Vermont

their pupils to Springfield, Vermont, for a play demonstration under County Secretary Hurd and Dr. Brown. One group started, but before long there were four groups playing, one hundred and twenty-five children participating. As a result, a play supervisor was secured for the summer months. Windsor County, Vermont, has established an annual play day on which archery for the older girls and trap

RECREATION ACTIVITIES OF COUNTY Y. M. C. A.

shooting for the farmers has brought these groups into active play, when nothing else would. Prizes were offered to the boys for the best corn grown and every boy who exhibited was dined at a free dinner given by six churches of Windsor—five Protestant and one Catholic. As a result of the good feeling engendered by this co-operation a union Thanksgiving service was held. To the girls under eighteen a prize of a complete tennis outfit went to her whose dish of food made from this prize corn was rated best. This same county utilizes inter-town baseball, play picnics, entertainments and "socials" to eliminate community jealousy and stimulate co-operation. Two debate teams sleigh regularly back and forth for an evening's debate. An ideal sleighing party this, with the joy of the sleighing, the zest of the out-of-doors, the enthusiasm of the debate and the co-operation of the towns—any single phase a splendid recreation in itself!

In the West

A county camp fire opened the winter's friendly meetings in Sanger, California, while Reedley in the same county sent forth five automobiles loaded with modern Nimrods who drove to the foothills and returned with 142 quail which were baked in a potpie and rejoiced hearts and palates of eighty-five men present. At a play festival in Iowa, one event of special interest was that of bridling, harnessing, and hitching a team to a wagon, performed by the winner in three minutes, fourteen and four-fifths seconds. One week's activities at Storm Lake, Iowa, show recreation for the boys for every night, including regular physical work, basket ball, indoor baseball and an "open house," and, crowning joy, a "bob-ride" given by two business men of the town.

Camden County, New Jersey, arranged a series of trips for four days of the holiday week. Seven communities were represented by over two hundred boys. The first day's tour was to the United States Mint and the Navy Yard in Philadelphia; the second day they visited Christ Church, the Betsy Ross House, the Philadelphia Y. M. C. A.—where the entire party took a swim and later listened to a stereopticon talk by the physical director, "How to get strong and stay strong." They finished the day by a visit to City Hall, where they were conducted to

RECREATION ACTIVITIES OF COUNTY Y. M. C. A.

the top of the tower, through the electrical department and the jail. The third day was spent at the University of Pennsylvania and the museums. The last day was spent in the Camden Association, which was entirely thrown open to their use. After lunch in the building the group was taken through the county court house, where they listened to brief talks by the judge of the criminal court and the sheriff.

Out in Fruitvale, Colorado, after a successful play festival, the community turned out in mass to cover the school yard with slag which they hauled from a smelter four miles away. A relay race of seventy-five miles was rendered a success by the business men of Delta County, who took the boy participants in autos to their stations for the race and afterward gathered them up and returned them to their own communities. One man furnished a beef steak fry for the runners at the skating pond that night. The S. L. W. Ranch Christian Church is meeting community needs in Weld County, Colorado. In it are held all the meetings on matters affecting community life. Regular monthly meetings, marked by great sociability, and an occasional dinner, are held at which profitable discussions of agricultural matters are directed by agricultural experts.

The quarterly report of Lorain County, Ohio, shows four Association groups organized with a membership of seventy-four, meeting weekly for Bible study, first aid to the injured, parliamentary drill, social games and athletics; five other groups are being organized. A big county field meet, camp for boys and a baseball league are being planned for next summer. The Omaha Y. M. C. A. gave 900 boys swimming instruction in January. In Shenandoah County, Va., about 155 school boys have been taught a number of games; in Woodstock a tennis tournament was started and the boys coached in basket ball. Republic County, Kansas, has held play demonstrations in seven towns, with the result that the school teachers of the county are much interested in supervised play. The Public School Athletic League of Marshall County, Kansas, arranges for the older boys to coach the younger and supervise their contests. In Zion, Kansas, vigorous, hard-fought baseball games Saturday afternoons have eliminated Sunday baseball.

RECREATION ACTIVITIES OF COUNTY Y. M. C. A.

Small Beginnings A Y. M. C. A. started by three boys in a tiny town, before long with seventeen members, the renting of a room over a book store, the boys' own construction of a double floor out of sawdust, potato sacks, newspapers, paste, wall paper, and shellac—a membership of fifty and a new room (this time over a drug store where the bottles must be protected from the gymnasium antics), a real double floor with an air space between, a horizontal bar devised by a blacksmith and a woodsmith, a summer camp with borrowed tents and donated food—and yet growth in members and in spirit—this is the story of the beginnings of one effort to bring recreation into the lives of town boys.

The County Y. M. C. A. of Worcester County, Mass., has engaged an expert swimming instructor who will teach one hour a day in six adjacent villages. The "saloon dance" held full sway in an isolated Massachusetts community. The leader of the county work set himself to provide the most interesting social "stunts" imaginable. With so much vigor and enthusiasm did he put them through that after the three gala socials which preceded Christmas week, the saloon festivities with all their glamour failed, for the young people were at the church.

Lake View boys presented the following program without equipment:

1. Marching (backward, entering maize, open order)
2. Calisthenics
3. Games (relay, potato, crab, and shoe races)
4. Jackson-Jeffries fight (burlesque)
5. Indian wrestling
6. Dog fight
7. Cat fight
8. Class tumbling
9. Team and individual tumbling
10. Wrestling bout
11. First aid
12. Pyramids
13. Opening of the rose, and yell

Another group put on much the same program, with the addition of a band concert by the boys.

RECREATION ACTIVITIES OF COUNTY Y. M. C. A.

A County Play Carnival

A county play carnival in which thirteen towns in the county were represented on the program and practically every town represented in the attendance; an athletic meet with 273 entries, 80 of them girls; a glorious day for all and as a result one playground association formed and grounds opened within two weeks, equipped with the model apparatus exhibited at the fair; such an interest in play and games as was never before dreamed of, and playground associations springing up over the entire county—does this make a county play festival seem too much trouble? This particular one was held in Essex County, Massachusetts, by the County Y. M. C. A., assisted by the school superintendents. A beautiful silver cup was given to the boys and girls of the town having the most points, and cups and badges to the individual winners. There were games and free play under the direction of the school teachers, besides the athletic events, running, jumping, shot-put for the boys; running, potato races, shuttle relay, and pass ball relay races for the girls. Many county secretaries have been doing much for play in rural schools. The secretary visits the school, taking with him various kinds of balls and material necessary for the demonstrations. The children are released from school and instructed in the games. The teachers and principals almost without exception welcome the demonstration.

Thinking Why and How

Such achievements mean, of course, that somebody is thinking much about the *why* and the *how*. Only those in the field could know the need of such play. In one rural community, out of 50 boys 3 were able to swim; in another 4 out of 10 boys, and 1 out of 20 girls; in a third, 3 out of 200 girls could swim. The domestic life of the county is notoriously monotonous. The dullness of farm life is held responsible for insanity, indifference and inefficiency. Here is an opportunity to brighten these homes. First of all, the drudgery of women should be lightened. Modern appliances are used on the land and in the barns—why not in the house? Separators, bread mixers, hot water tanks, carpet sweepers lighten the burden and increase leisure time. To suggest new recipes may bring some of the play spirit even into the cooking. Fancy work, an art craft, flower gardening

RECREATION ACTIVITIES OF COUNTY Y. M. C. A.

are hobbies that help. Many homes that are without them could well afford a musical instrument and a variety of books and games. "Give us life, and life more abundantly!" To the youth that is defrauded of his birthright of play it means a chance for a good time in safe surroundings. For the finer needs it means more leisure to "loaf, and invite the soul." One Y. M. C. A. secretary writes, "The problem of the country is not how to raise more corn, to buy more land, to feed more hogs, but the problem of the country is how to raise more boys to feel a pride in country life for the contribution they can make to the home life, the public school life, and the church life of the country districts; or to put it in other words, the solving of the social, educational, and religious questions of the rural districts." Another says, "The social crux in rural regeneration is the backward, the poor farmer. Social regeneration in rural districts waits on a propaganda which will touch the unresponsive man and awaken his latent powers. The real problem is the man on the hill farm and the back road. In our rural work is a peculiarly rare opportunity to break down any barriers that may exist between fathers and sons and men and boys. In one of our counties the policy of having an association within walking distance of every boy might well be supplemented with the slogan, 'And a leader within arm's length!' Through the county work the community life is strengthened and enriched, and every individual life draws strength and enrichment from it. The church is working for a 'redirection, a socializing of the rural community, based on a new agricultural prosperity and a true social spirit.' It is asking itself, 'What part can the church play in the recreation of its boys and girls?'"

The Country Boy

Writing of the psychology of the country boy, Guy D. Gold notices in the attitude toward authority an aversion to restraint unless in a matter of self-interest, and explains it as due to the imperative demands of agriculture occasioned by the sowing, the reaping, the changing seasons, which make all other authority seem weak by contrast. As to power of observation the writer finds a sense of location and direction so keen as to be almost an intuition. He finds the country boy self-willed to a degree, devoted to pets passionately, perhaps even more than to human beings, with a

clear sense of honor in money affairs, not quite so clear in bartering or exchanging. Most of those questioned saw little real harm in drunkenness or over-indulgence, and their ideas of chastity were by no means praiseworthy. These are but reachings for the truth, yet they may be suggestive to the worker in rural recreation, for surely he must understand his problem before he can solve it.

Professor O'Shea points out the lack of respect for teachers which children show and ascribes it to the teachers' lack of leadership. The child admires the dynamic. "Often 'refined,' 'cultured,' 'good,' 'sympathetic' persons are stoic in their attitude toward the life around them. What the child wants is to achieve things, and he shows admiration and respect for those who can help him to realize his ambition."

All who have aided in this work deplore the cry on the part of rural communities for "country life halls," "social center houses" and other new buildings, and advocate that more attention be given to consideration of how existing buildings, such as churches, grange and town halls, and schoolhouses may be so renovated and beautified as to be not only improved for their primary use, but adapted to social and recreational purposes as well. This would also add to the beautifying of the town.

**The Country
Boy's Creed**

Perhaps the country boy of the future may in spirit proclaim Edwin Osgood Grover's Country Boy's creed: "I believe that the country which God made is more beautiful than the city which man made; that life out-of-doors and in touch with the earth is the natural life for man. I believe that work is work wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city; that life is larger and freer and happier on the farm than in town; that my success depends not upon my location but upon myself—not upon my dreams but upon what I actually do—not upon luck, but upon pluck. I believe in working when you work, and in playing when you play, and in giving and demanding a square deal in every act of life."

WHAT ARE THE BEST GAMES FOR BOYS IN CROWDED CITIES?*

JOSEPH LEE

President of the Playground and Recreation Association of America,
Boston, Massachusetts

How Adapt Country Games to City Environment

I think the great tragedy of childhood in America is because we live in cities and our games are country games. Baseball is a prairie game and requires about three acres. Even though you can pack baseball into a much smaller space than that, it is still a country game. There is the dilemma. Almost our whole problem may be stated in "How can you pack the game of baseball into smaller compass?" It must be solved largely by the sort of ball you use.

One expedient they try in Boston is that of kicking a football but playing the rest of the game just like baseball. Another variety of baseball is played by using a piece of hose in place of a ball. One boy kicks the hose, and the fielder always throws it home, and if it gets to home before the other boy reaches a base, the boy is out. That is a good game. The development of the game of "cat" on baseball lines is another one of the ways of trying to make baseball a city game.

The Game Habit

We want to look at this not wholly as a question of the playground. A very striking thing is how unsatisfactory a great many of the playgrounds are. You so often see playgrounds where the moment you happen to be there there is not very much going on. There was a dickens of a time yesterday and there will be tomorrow, but not just now. We want to get the boys so set on playing games that they will pack the playground and overflow into the streets. As a matter of cold fact there will never be enough playgrounds in the world. Nine-tenths of the play now is done on the streets. If we can only get the games into the boy's head so that he will want to play them, so that they will run in his head, then he will play them. If the game is

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 6, 1912

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there, it will bust out of him. There is where we lack at present,—games that carry themselves and will get themselves played somehow. We have baseball and rugby football and those are the only two games that are really obsessions with the American boy at the present time. Baseball is so vital that you cannot kill it. This is because it grew up from a little game. You do not kill it by squeezing it back into small dimensions.

Swimming is one of the things we do successfully at present. Skating is always successful wherever I have seen it. Children on a skating ground will be as thick as flies on fly paper at a summer hotel. We ought to have the grounds lighted at night so that they can skate at night as well as in the daytime.

What Games Are Best?

What games now have the boys so got into their systems that they have to play them?

Baseball, cat, and football are the three games that are holding the boys at the present time. Among the little games there are marbles and craps. Marbles should be played more for skill and less purely for marbles. Prisoner's base I wish we could make a national game. It requires no apparatus. Volley ball is a great game. It does not require a very good ground as tennis does. It does require a peculiar ball and a net, which cannot be put up in the street—people are so fussy. Incidentally we must have our streets asphalted so that they are better places to play. I know some boys who formed an insurance company so that not just one boy had to pay all the expense of broken windows. Quoits is a game that will play itself almost anywhere. In Boston you see them pitching horse-shoes almost all the time. You ought to have this game for the men, and for the boys if they like it. Duck on a rock is a good game.

Games of Hiding

When you speak of the country you want some of the games of the high spy variety.

For boys and girls from nine to fourteen that kind of game comes nearer to their instincts than almost anything else,—that scheme of lying in ambush and jumping out on somebody. Here there is opportunity to satisfy the love for adventure and the raiding instinct. Our baseball games are pretty hard and unyielding. There is not enough of an element of chance. That kind of game where you go out and hide in

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some extraordinary place is good and surely ought to be played in the country. I believe this sort of game is more possible in the city than is generally recognized.

To summarize. Invent a non-clothes-destroying game of football. Develop prisoner's base, duck on the rock, some kind of high spy game. Pack baseball into a small space. Develop soccer everlastingly.

GAMES FOR GIRLS IN LARGE CITIES*

CHARLOTTE RUMBOLD

Secretary of the Public Recreation Commission, St. Louis, Missouri

Two Needs There are two things the city girl especially needs, and they are things she must be trained to get for herself. The first is strong vitality, good vital organs. For this she must have a good circulation. This means the training and use of her muscles between her shoulders and her knees. The city girl's work does not give her great muscular development, and does not demand it. What she needs is staying power, and that means strength of the vital organs, not particularly of the arms and legs. She cannot get this strength by means of a "stunt" well done, nor will it help her to break a record and then retire on her victory. She will get this strength only through the *habit* of physical activity. The Camp Fire Girls have recognized this need of the habit of physical exercise by awarding an honor for, for example, walking forty miles in ten days, the ten days to come within thirty consecutive days. This habit of the every-day walk instead of the once-a-month walk is as much better for the average girl as is the habit of being clean every day instead of only on Sunday. It is this sort of

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physical habits that are going to help the city girl in the life ahead of her.

The other thing she needs is an understanding of team play. The first is a physiological, this second a sociological need. Women and girls are hard to regiment. This is a psychologic commonplace, with a biologic basis. But more and more is modern life, especially in the city, demanding of the woman something beyond the old individualistic virtues. She must learn to give and take with her fellow men and women. She must learn that the spectacular play is not what wins the game. She must learn the real significance of the "sacrifice hit."

Now with an idea as to what we want the playground to give, the question is how to get it. We start out for these things consciously. But if the child does not like the method, the kind of thing we teach, there is no use laying them out in a curriculum. Attendance at the playground is not compulsory. I am glad it is not. The games might be better taught if there were a premium put on regular attendance, but the essential essence of the thing would be lost. We have to have the children's approval before they agree to be taught the thing that makes for citizenship.

The littlest folks are active anyway. You cannot keep them quiet. The girl of ten years is just about at the "stunt" age. But that does not last long. Girls are not as spontaneously adventurous as boys. At ten or twelve begins the team play stage.

Progressive Use of Apparatus

Perhaps I can illustrate by showing the progressive use of a piece of apparatus, the giant stride. The little folks put one foot through the ladder, hang on with two hands, and swing around with shrieks of delighted terror. The next stage is when four or six girls take hold of a ladder with one hand and all swing and come down to the ground in even time. The next stage is to put the jumping standard to one side. The girls come down and each makes the jump as she comes to the standard. It is a very pretty sight when the girls do it well, it is like the wheeling and dipping of birds. They immediately try two standards with a circus rider effect. At one playground the girls themselves added another feature. Eight girls instead of

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four, a pair to a ladder, a hand of each on the ladder, the other hand about the shoulder or waist of her partner, did a dance step as they all touched the ground together. That is hard to do, and it takes team play. But it looks well when it is done, and forms more than record appeals to the girl. The boy goes out for the record. The girl cares a little bit for the style of the thing. She will be more lastingly interested in knowing how to run and how to jump, than in running and jumping.

Another piece of apparatus of which I want to speak is the rings, because the champion on the rings is always a girl. The girl of ten to twelve years, weight for weight, is stronger than the boy at that age. She is never again so strong in proportion as she is at that time in her arms and shoulders. I think we have too few ideas as to which parts of the bodies of children, girls especially, should be strong at certain ages and stages of development. It is high time we knew just what relation height and weight and age bear to the development of certain muscles and nerves and organs.

As for races, girls and women are practical minded souls. They do not run just for the sake of running. We usually begin with a potato race. Incidentally it is a curious example of our unconscious reversion to the time we all lived on farms that we still call it a "potato race," when on a city playground we always use tennis balls, because potatoes would be very inconvenient to get. After the potato race comes the obstacle race. If you do this single file, it is a sort of "follow my leader" game. If you take the obstacle race and divide the girls into two files and have two leaders, you have competition and a team race. If you invent a relay obstacle race, you have a complicated affair which the girls enjoy.

If She Likes It Ball, of course, is the great team game. We begin with dodge ball, which is simple and noisy; then captain ball, volley ball, playground baseball, basket ball, which is almost too complicated for the playground, and tether tennis. This last we have used in Saint Louis with a great deal of success. We shorten the pole and use no racquets. Instead of striking with the open hand the girls bind their wrists and fore-arms, and strike with the wrist.

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Always and forever there is dancing. I believe there always will be. Here is the place more than any other, where form makes its strongest appeal. Then there is swimming, which all girls enjoy. Any of these will do, if—large *if*—the girls at this particular playground want to play this particular game at this particular time. The little folks change frequently. They want to do something different all the time. But when the girl gets to the stage where she appreciates form and wants skill, she is interested in one, or at the most, two games—generally one. As far as variety of games is concerned, she is not very enthusiastic. She belongs to the team and she practices up. She either dances or plays on the tether tennis team, or is on the volley ball team, and she comes to the playground specially for that thing. Now that is the very thing we want. She is acquiring the habit of activity and learning team play, all of her own desire. The grown-ups plan games for various ages for various purposes; to train sight, develop accuracy of motion, speed, quick judgment in the individual; then we pit individual against individual to gain determination, power of resistance, concentration, in simple competition; and finally in the team play which we need so profoundly in our social organization.

All of these are good educational reasons for certain games but the games are of no use at all unless the children want to play them. The enjoyment of food counts for thirty-three per cent in its digestion and assimilation, and I am sure that enjoyment of the game counts for thirty-three per cent in the benefit, physical or mental, derived. People write out schemes of exercises, which if you do five minutes a day, will make you healthy and wise, and also, which is more appealing, make you stout if you are thin, and thin if you are stout. They must be an awful bore and one must be really anxious about his health, or complexion, to do them. Children are as little interested in hygiene as in the banking system. Up to the age of twenty, the girl won't take care of her health, or save her money, unless she can see some fun in it. There is no use planning out some "educational and uplifting" game unless you have the playground populace with you.

THE RELATION OF BOYS' CLUBS AND PLAY- GROUNDS*

GEORGE D. CHAMBERLAIN

Chairman Federated Boys' Clubs, Boston, Massachusetts

Boys' Clubs are rapidly multiplying in cities and towns throughout the country. They are organized primarily for the purpose of giving the boys of the street a place in which they may always be sure of a welcome, and where their natural instinct for play and comradeship is always gratified. The growth of the movement during the past few years is a source of great satisfaction to workers with boys. These clubs, occupying as they do in many cities commodious buildings of their own, have afforded to thousands of poor boys opportunities for play and the making of friendships that have had a transforming influence on their lives, and to those men who, for more than twenty-five years, have given their time, energy and money to extending the movement, is due in considerable measure the education of the public to a better appreciation of the value of play and friendship in the making of good citizens.

Summer Activities

The club season, usually extending from October to April or May only, has until recent years thrown the boy on the street and on his own resources for a period of from four to six months each year. It has been the regret of boys' club superintendents that some provision could not be made for keeping a hold upon their boys during the summer and early autumn periods. The closing of the club quarters during this time has suggested, too, a failure to get from the plant the maximum return on the investment. Boys' club workers were among the first to recognize the value of summer camps as a means of extending for a longer period the influence for good on their club boys. The public failed, however, to appreciate the importance of uninterrupted intercourse between worker and boy, and so it was rendered impossible for most clubs to finance such an undertaking. After all,

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only a very small percentage of the boys of any club could avail themselves of the camp privileges, for it was necessary, of course, and desirable, too, to make a modest charge for part of the cost of conducting the camps. The effect upon the boys of this extended personal contact convinced club workers that something should be done to make possible a continuous ministry to the needs of every member of their clubs. So it came about that in a few cities the superintendent of the local boys' club fitted up a crude playground on the land owned by the club. With the coming of the playground movement, and the preaching of the gospel of play, there developed in most cities and towns a new understanding of what a community owes to its boys. This made possible the raising of money with which to acquire and equip many of these boy-saving stations adjoining club buildings. It stands to reason that a worker who has his boys practically twelve months in the year has a stronger influence on their lives than would be the case if for five or six months in the year they should go out of his life entirely.

Combination Playground and Boys' Club

Where summer playgrounds can be located near boys' club buildings, and the superintendent of a club given an active part in their maintenance, the work of such superintendent can be made tremendously effective, for during the club season he has his boys organized for all kinds of gymnasium work. There are teams almost without number engaged in friendly contest with each other and with teams from clubs of other cities. Even the game of checkers has attractions for boys in many clubs, and they organize their teams and play match games with teams from other clubs, frequently going many miles from home. All this helps a superintendent to get a firm grip on his boys. Football, basket ball and all kinds of athletics fill up the spring, fall and winter months.

One of the difficulties experienced by playground helpers is the successful handling of certain types of street boys who invade the playground and not infrequently attempt the "rule or ruin" policy. This is a common complaint of women helpers, who as a rule do not know the boys and obviously are at a dis-

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advantage in trying to assert authority. The superintendent of a mass boys' club is pretty apt to have on his membership roll boys from every section of the city, and it is generally true that among these boys are to be found those who in particular neighborhoods are recognized leaders of "the gang." These boys are not necessarily bad, but they may be mischievous to the point of making life a burden to those in charge of a playground devoted especially to small children. Knowing the boys as he does, a superintendent is in a position to exert a great influence, and should have little difficulty in handling them, getting them to co-operate with him if he is the supervisor, or easily persuading them to co-operate with those who have the responsibility of supervision.

A boys' club in a Pennsylvania city owning a commodious building has for a number of years excelled in athletics. The various club teams number a full half hundred, and the work of the boys has been excellent. As is the case with most clubs, the outdoor work of this institution had to be conducted at a considerable distance from the club building. There was nothing in the nature of a playground within easy distance of the club where even the simplest outdoor games could be played. A few years ago, the Board of Directors were able with the help of friends to purchase an acre or more of ground immediately adjoining the building, where a most successful neighborhood playground has been conducted ever since. The need of a playground in that particular section of the city was never appreciated by the public until the use of the club's energy and money in putting the playground into operation proved the claims of the Recreation and Playground Association that the distance children can and will travel to reach a playground is limited. The children were in the neighborhood, and their presence on the grounds in large numbers proved conclusively that the playground was needed, and that several playgrounds of moderate size conveniently distributed over a given area, are far more valuable in meeting the needs of the public than is a single playground, however elaborate, that is beyond the reach of those who need it. Having demonstrated the desirability of a playground, it was a comparatively easy matter to raise

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money for an outdoor swimming pool, which is now building and which will be ready for use within the next two or three weeks. It will not matter seriously if this particular playground must continue to be supported as a private enterprise. The club can perhaps afford to meet the cost of maintenance from its treasury, for the sake of the educating influence it will exert on the public mind. If, as the result of the venture on the part of the club, public opinion demands of the city and secures other playgrounds where needed, the club will have rendered a distinct public service.

In another city, where recently a handsome boys' club building has been erected in a thickly settled section, a valuable vacant lot 125 x 150 feet has been borrowed of its owners by the directors of the club, and in response to their petition to the city, the lot has been equipped with playground apparatus, and a supervisor placed in charge. This playground meets a great need, which would never have been satisfied had the venture necessitated the building by the city of sanitary and proper shelter from storm and heat.

In a section of this city of Cleveland not far from where we now are, there is a splendid exhibition of the value of co-operation. A boys' club, a girls' club, a well equipped playground with swimming and wading pool and a large area of ground devoted to summer gardens, form a combination that may well be placed under the management of the club leaders. All other things being equal, those who are in touch with the children during the winter months in work and in play should be able to produce the most satisfactory results.

Knowledge of Neighborhood

A boys' club superintendent if he is doing his full task is especially well equipped to intelligently co-operate with playground officials. His work with boys through the winter months includes an occasional call at their homes, and he comes to know conditions there as many playground workers can never know them. He forms many strong friendships with the parents of boys. Between the parents and himself exists a mutual understanding conducive to the best results in handling an occasional difficult boy. A knowledge of the physical condition of his boys

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through work in the gymnasium enables the superintendent to guard against unwise exertion on the playground by an over-ambitious boy who if unknown to those in charge might easily be injured for life by attempting work beyond his strength. As many boys' club superintendents are probation officers, possessing an intimate knowledge of the court records of troublesome boys, they are especially equipped to handle these boys successfully when they put in an appearance at a playground. A boys' club with a well equipped building located near a playground can do much to enhance the value of a season's program.

To Fill the Long Summer

A normal boy or girl is happier and better in every way if the long summer offers opportunity for interesting work that develops creative powers. One of the happiest playgrounds I have ever seen is in the city of Pittsburgh, Pennsylvania. It has buildings in which are carried on throughout the summer classes in manual training, weaving, basketry, designing, leather work, decorating, needle work and domestic science. Generous provision is made for play, the grounds being equipped with the most modern apparatus and a swimming pool. In this playground everybody is busy and happy. And I venture to say that the opening of school in the fall finds the boys and girls in prime condition for taking up their school tasks.

It is the exceptional boys' club building that is not equipped with facilities for doing all kinds of handicraft work. Abundant opportunities offer for a boy to learn to do many useful things, in the doing of which he finds both pleasure and profit. That there are boys in every community who prefer to busy themselves with work as well as with play, has been demonstrated in a number of cities. In my own city of Springfield, Massachusetts, we have successfully carried on manual training classes, in conjunction with several schoolhouse playgrounds. The school buildings are equipped with woodworking benches and tools and for six consecutive weeks boys have reported daily for work. A number of these have been able in the fall to enter advanced classes in manual training as the result of vacation work.

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Boys' club buildings with their many facilities for doing things can be made to hold a very close relation to playgrounds located near at hand. It would be well if in every city where there is a boys' club, a public playground could be established on adjoining land. The building with its gymnasium, game room, and baths would lend itself admirably to the needs of the children during stormy and excessively hot weather. A superintendent who could thus keep in touch with his boys through the summer would, in the case of those with little or no home care, be able to render to them and to the community a far greater service than otherwise would be possible.

EVENING RECREATION CENTERS *

MARY P. FOLLETT

Chairman Committee on Extended Use of School Buildings of the Women's Municipal League, Boston, Massachusetts

Last winter the Committee on the Extended Use of School Buildings in the Women's Municipal League asked the school board for permission to use the East Boston High School in the evening as a social center, for an experiment. The permission was granted, the school board giving the heat and light, the committee paying the janitor and all expenses. Mr. and Mrs. Ralph Hawley were asked to come from Michigan to take charge of the work. The center opened for registration October 26th. Within three weeks fourteen clubs were organized, which have continued with increasing attendance.

There are two dramatic clubs, one for young men with a membership of forty, and one for young women with a membership of thirty. Both, after some preliminary training, are now getting up a play to be given to their friends in April. There are

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also two glee clubs, the young men's numbering thirty-eight and the girls' numbering forty. These had technical instruction for the first three months, and are now preparing something to be given in public. We have two orchestras, a first orchestra of fourteen members who play rather well already, and have several times played for our entertainments, and a second orchestra of beginners who are working hard, but who cannot yet play together. We have a drum corps of twenty-one lads from fourteen to sixteen, also a band of eighteen brass instruments. The girls' folk dancing class of seventy is very successful. A young men's club of twenty-five members has a regular course in gymnastics and physical development, with a part of each evening spent in dancing lessons or basketball. A club of thirty-five boys from fourteen to sixteen calls itself the athletic association, but the activities are much the same as those of the club for the older fellows. There are two sewing classes for the girls; one of twelve for plain sewing, and one of nineteen for novelty sewing. The latter club has had two sales from which the profit was nine dollars, which was put aside for a summer outing.

The Junior City Council is composed of eighteen young men who are doing serious civic work. They are organized on the pattern of the council at city hall, and they take up practical municipal questions each week. Delegates go from this body to a congress composed of delegates from a number of junior city councils, and in this congress State and national questions are discussed.

High School Girls We felt very strongly when we began that we wished to give these opportunities to working boys and girls, therefore we made the age over fourteen, and said no one going to school could attend. The high school teachers, however, begged hard that there might be just one club for their girls, and hoped that it might be one which would open the girls' eyes to some other occupation than stenography. Since nearly all the girls wished to become stenographers, there seemed to be a chance of an over-stocked occupation. The games club was therefore organized, twenty-nine joining, and has been most successful. Games, stories and songs for the kindergarten and primary age are given these girls, and they are taught how to use them with children. They are taught also occupational work

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(paper cutting, folding), also basket weaving, rug making, brass work, hammock making. They have a delightfully merry evening and at the same time are learning something which will be a great help to them with their own children, or which may enable them to get places in the summer vacation schools where this knowledge is the chief requisite, and at any rate will certainly open their eyes to another occupation. Some of the girls are already trying to induce their parents to let them take the kindergarten course, so real an interest has been aroused by this club.

Demands Not Met You will be interested to hear also of the demands we have had which we have not been able to meet; for a home-making class, for a young married women's literary club, for a domestic servants' club, for a printing class, for a girls' orchestra and a debating club. We have not been able to organize these clubs this winter for various reasons, but some of them, as well as a civic club of older people, we hope to have next year. Saving could be encouraged by introducing some savings system. I have said nothing of our reading room, which we hope will be more and more useful.

Opportunity Clubs I ought to add in regard to numbers that we have now about four hundred and fifty. The various clubs are called, collectively, The Opportunity Clubs of East Boston. They have chosen for their yell:

Unity, Unity, Opportunity,
Rah, Rah, Rah!

The people of East Boston, professional men and women, business men, working people, all are enthusiastic in favor of the social center. As for the parents of our young people, they cannot tell us enough of their joy in having somewhere to send their boys and girls where they need not worry about them. I could tell you many touching stories of the parents' remarks to us, including that of the mother who said she had always felt somewhat bitter whenever she passed the high school, to think her girls could not go there (they all had had to go to work at fourteen), but now (in a happy voice) she was sending all three to the social center! The young men and women themselves bear witness also. One young man told us how much money he had saved because he could go to the social center, instead of spending it at the money-catching

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places, saloons and pool rooms. Another told us that this was the only place where he had met the right kind of friends since he left school.

Clubs, Not Classes The most important principle, perhaps, of our particular form of organization is that we have only *clubs*, no classes. These groups which I have been describing, while they meet for a definite purpose, and this seems to me very important (that they *should* meet for a definite purpose and for some form of self-development) are yet all organized into clubs with their own officers and constitution and rules. Each has a business meeting once a week where they learn parliamentary law and self-government. And we feel not only that this form of organization is more educational, but that we shall thereby hold our young people, give them an *esprit de corps*, a greater interest, and a greater individual responsibility.

Self-Government We have moreover a central committee composed of the president and one delegate from each club, and this central committee will, I hope, be an increasingly important feature of the social center. The committee meets to discuss matters of general interest; they have elected ushers for the entertainments (twenty boys and girls take charge), they have decided on a color for badges, and they have discussed freely various activities of the social center. The plan is that the delegates shall report back to their clubs and get instructions, and thus all our four hundred and fifty members can take part by a representative system in the management of the social center. It is our aim that this committee shall make all our members feel that they belong to something larger than a glee club or a gymnastic or dramatic club, or whatever their particular interest may be, shall make them feel that they are part of a living and radiating center of municipal activity, and that *they* are responsible for its success and for its accomplishment of the aims it has set before itself, aims which they *approve* merely at present, but which in the future we expect they will help to initiate, formulate and execute. They will incidentally learn self-government, how to work for larger things than their own self-development, and eventually be helped to any social or civic work for their community for which they show willingness and aptitude.

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When we engaged our director we stipulated that he should live in East Boston, and we consider this a most important part of our whole scheme. He has taken a house nearly opposite the high school, and the real settlement work he has done has added greatly to the success of the social center and to its value to the house and to the neighborhood.

What we hope for the future is that school boards will establish social centers in those parts of their cities where there is likely to be a sufficient response. We believe that the school buildings should be used chiefly for boys and girls over fourteen who do not go to school, for young working men and women. While appreciating fully the great value of social centers as brought out in the Madison Conference, that is, frequent public discussion by adults of civic and national issues, we feel that such a use of school buildings could only occupy them once or twice a week at most, and that we should still have on our hands the problem of how to use the school buildings evenings. While far from excluding adults we hope as time goes on to get the older people more and more; yet we feel, first, that there is a use for which the school buildings are even more needed than for the older people, and secondly, that not enough older people would use the schoolhouses to constitute a very general or regular employment of them.

Organizations Already Formed

It has been proposed that school boards should give permission widely to organizations already formed to use the school buildings. This does not seem to us the wisest method for the following reasons:

First, many organizations would use them who could afford to pay for halls elsewhere.

Second, it would be impossible in many cases to get a satisfactory guarantee for the proper use of the buildings; people would often get into the schoolhouses who would not use the city property properly.

Third, it would, after all, mean only an occasional use of schoolhouses, and what is that compared with the opportunity of employing the school buildings, under a big constructive plan, for thousands of young people at the most critical age in their lives?

EVENING RECREATION CENTERS

Fourth, the very people who need such places and opportunities most, those, namely, who have not sufficient initiative and knowledge of the world to organize clubs and get guarantees for the proper use of property, would be the ones excluded from the buildings.

Fifth, and most important of all, we want to encourage clubs to be formed *in* the schoolhouses, rather than to let in those formed outside. This in my mind is one of the most vital points of the whole movement of the extended use of school buildings, and I cannot emphasize it too strongly. We know the evils existing in certain self-formed clubs in many neighborhoods; they are often tools of the political machine; their existence is frequently a menace to the morals of the girls in that neighborhood; or at best they are often mere lounging places, forces for disintegration rather than for helpful up-building. Nowadays we have very definite ideas of the best ways of using leisure; we do not want a doing-nothing which shall soften all the physical, mental and moral fibres, we want those activities which shall build up physically, mentally and morally. There is a greater chance of having clubs which shall upbuild if they are organized *in* the school buildings than if they come in from outside, for the very atmosphere of the schoolhouse suggests decent behavior, some sort of *motive*, and some connection with the rest of municipal life. Moreover, under our plan, the city, while encouraging all clubs to be as independent and self-governing as practicable, would offer some form of leadership.

Again, if the evening use of schoolhouses is given chiefly to miscellaneous organizations, in time these public buildings will be used by Hebrew clubs, Irish clubs, Italian clubs, thus giving up one of the fundamental principles of our public school system. But if the school board itself shall organize the groups occupying school buildings, we can have clubs of Americans, no matter where they were born, learning the American language and customs and ideals, and helping to form an American nation.

Purposeful Work Needed

It seems to me that the movement is suffering at the present moment from the fact that we have perhaps approached it in the wrong way. We talk frequently as if we wanted to get the school buildings used irrespective of what they are to be used for. We form committees on extended use of school buildings (the very name

EVENING RECREATION CENTERS

emphasizes the secondary and not the primary object of our effort) and we say how sad it is that the school buildings are empty after four o'clock, and there is not an adequate return from the capital invested. Now, unless there is some urgent need for using the school buildings, it doesn't matter if they *are* dark and empty after four o'clock, there is no virtue in simply getting them used. Of course you know as well as I do that that is not what any of us have meant; we were all alive to certain vital, pressing needs in our cities, and therefore thought of using the school buildings to meet some of these needs. But the way the matter has been presented has been a little unfortunate, I think, and I believe we are going to suffer now, unless we are careful, from this little twist in our approach to the subject. Our attitude, simple as it is, is not apparently wholly understood. I am speaking to you today as chairman of a committee on the extended use of school buildings. The name is misleading because I have no interest in the extended use of school buildings *in itself*. I stand for a great unmet need in our community, and I believe we can meet that need with our schoolhouses. The title of my committee might rather be The Educational Recreation of Young Workers from fourteen to twenty-one. I am pleading for an extension of our educational system, rather than for the extended use of school buildings.

We are sometimes asked, "How great do you think the demand is?" We who know the boys and girls of the streets and of the tenements, of the factories and of the stores, know that they are eager for what we might offer them, but they are not all able to organize (are those the ones who should be left out?) and even if they were, the very thing we want is to guide their organization, not to leave it to them but to use our school buildings for that quiet, unobtrusive leadership which our children (for what are they more?) of fourteen, fifteen, sixteen, seventeen and eighteen, need at that critical period of their lives.

Moreover, we have at the present moment a somewhat recently recognized need which could, I believe, find its fullest and completest satisfaction in the school building. A department of vocational guidance is to be established in our schools. In any plan for vocational guidance there should be three parts, the advice, the placing and the follow-up. I believe that the follow-up part is of the

EVENING RECREATION CENTERS

utmost importance, and can be done in the school buildings evenings in a natural and logical way in connection with the social centers.

A Pressing Need of Industrial Life

It remains for school boards to plan for social centers as carefully as it has planned for all other departments of our educational system. I am not advocating a new thing, but an extension of our own educational system; I do not consider my plan even *supplementary* to, but literally a *continuation* of our present system. Up to fourteen our children follow the same road to the same goal, that is, they are all in the same classes together. After fourteen the different needs of different lives make it necessary that these children take different roads although the goal is still the same; some follow the road that leads through the high school; others, those who must work in the daytime, might, if our hopes were realized, follow one which should lead through the social center. I insist, however, that the goal is still the same, and that consequently it is incumbent upon our school boards to provide the second road for those who cannot take the first. The question is not, therefore, let me say once more, of school boards using empty schoolhouses in some way or other for this organization, or that association or club, it is the question of filling a real gap in our educational system by taking in the working boy and girl from fourteen to twenty-one. We ought not to go to our school boards and say, "Will you not use the school buildings evenings?" but we ought to go to them and say, "Will you not make a plan for our working *children* between fourteen and twenty-one?"

Free Expression of Communal Life

The plan I am advocating does not exclude outside initiative, nor older people, it simply insists that a secondary need should take a secondary place. We do, however, look forward to the time when a social center shall mean more than activities planned by the school board for the ages between fourteen and twenty-one or twenty-five. We confidently expect that social centers will in time be the free, spontaneous, and natural expression of the communal life of each locality, that each neighborhood by its own initiative shall work out the solution of its own problem in its own way. But we feel if this is all put on a right basis by the school board from the first, that *within* the school social center, I mean the social center organ-

EVENING RECREATION CENTERS

ized under some leadership provided by the school board, adults will find a place. A men's club might apply to the social center for one night a week, then having been given a night, the club would not be under the control of the director, but would be an independent, self-governing body, conforming to certain general regulations, and sending delegates to a central committee which makes these regulations. So the attendants will be in every sense on a democratic basis, organized by their own initiative, and following only rules made by themselves, but made by themselves in conjunction with others, and all within a certain atmosphere which should be obtainable, under wise guidance, in every municipal center,—an atmosphere of high if unformulated ideals, and real, if intangible influence. It must always be remembered in any discussion of this subject that *leadership* is not incompatible with democratic organization.

And this is the way things have begun to work out in East Boston a little. Several groups have applied to Mr. Hawley as groups, but note a certain point which is all-important: they are not clubs which are trying to save rent; they are groups which have caught the spirit of the social center, and wish to come there for some educational or social purpose, and are willing to conform to certain general requirements. My great point, however, is that they themselves are going to be allowed eventually to make those requirements. Yet this is utterly different from letting in existing outside organizations not in sympathy with the purposes for which the school buildings have been opened to the public, but who come simply to save rent.

I must add that while I believe a wide neighborhood use of the schoolhouses might thus be arranged for *within* the social center, yet I do not think an isolated and occasional use entirely out of the question. I only feel strongly that such miscellaneous and occasional use should not be allowed *to stand in the way* of a much needed regular use.

Let us be neither hasty nor careless in our advocacy of the extended use of school buildings, but let us endeavor first to find the true principles upon which such an extended use should rest, and then let us use every effort of which we are capable to secure a public acceptance of these principles.

PLAN FOR THE EXTENDED USE OF SCHOOL BUILDINGS

At a meeting of the School Committee of the city of Boston, a communication was received from the superintendent, under date of September 30, 1912, transmitting for approval the following outline of a plan for the extended use of school buildings under the provisions of Chapter 195 of the Acts of 1912:—

PROPOSED EXTENDED USE OF SCHOOL BUILDINGS UNDER CHAPTER 195, ACTS OF 1912

The appropriation made for the purpose of carrying out the provisions of Chapter 195, Acts of 1912, to January 31, 1913, amounts to \$28,076.97. The estimated appropriation available for the same purpose from January 31, 1913, to January 31, 1914, amounts to \$28,076.97. There will be, therefore, approximately \$56,153.94 available for use between the present time and January 31, 1914.

Except the activities planned for the Washington School and the cost of administration, expenses will be confined to six months of the year, October to March, inclusive. The estimate of \$7,800.00 for administration and the estimate of \$2,000.00 for the Washington School, summer of 1913, taken from the amount available to January 31, 1914, leaves available for evening centers, gymnastic and folk dancing classes, lecture courses and use of school accommodations, \$46,353.94, which amount must cover the expense of equipment and activities for three months in 1912 and six months in 1913.

The proposed activities and equipment to January 31, 1914, estimated to cost \$41,595.00, are as follows:—

Evening Centers	\$19,590.00
Girls' High School Gymnasium	1,005.00
Lectures	7,500.00
Use of Accommodations in Schoolhouses.....	4,500.00
Permanent Equipment for Centers and Washington Schoolhouse	9,000.00

This leaves an unexpended balance of \$4,758.94 for additional activities and equipment, or to be carried over to the 1914 appropriation.

The yearly running expenses according to these estimates amount to \$30,880.00, or \$2,803.03 in excess of the annual appropriation, which means that for the year 1914 an adjustment of activities probably will be necessary unless a balance is carried over at the end of 1913.

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

EVENING CENTERS

Recommendation:—

(a) That four evening centers be established; one in the Charlestown High Schoolhouse; one in the East Boston High Schoolhouse; one in the Roxbury High Schoolhouse; and one in the South Boston High Schoolhouse.

(b) That the activities of said centers be confined to Wednesday, Friday and Saturday evenings from 7.30 to 9.30 o'clock, except on entertainment and lecture evenings when the session may extend to not later than 10.30 o'clock, and on Wednesday afternoons from 3.00 to 5.00 o'clock, beginning with October 16, 1912, and continuing for twenty successive weeks, holidays and the weeks of December 16, 23 and 30 excepted.

(c) That the activities of said centers shall consist of the following named clubs:—

For men and boys over 18 years of age:—

- Civic and economic clubs
- Junior city councils
- Clay modeling clubs
- Literary and debating clubs

For men and boys over 17 years of age:—

- Dramatic clubs
- Athletic clubs

For men and boys over 14 years of age:—

- Glee clubs
- Drum corps
- Minstrel clubs
- Orchestras
- Violin clubs
- Bands
- Fife clubs
- Industrial clubs
- Athletic clubs
- Art clubs
- Garden and nature clubs

For women and girls over 18 years of age:—

- Literary clubs
- Industrial clubs
- Young women's civic clubs
- Clay modeling clubs
- Mothers and homemakers' clubs (meeting on Wednesday afternoons)

For women and girls over 16 years of age:—

- Dramatic clubs
- Games clubs
- Homemaking clubs
- Choral clubs and art clubs

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

For women and girls over 14 years of age:—

- Orchestras
- Sewing clubs
- Literary clubs
- Dramatic clubs
- Choral clubs
- Industrial clubs
- Art clubs
- Folk dancing clubs
- Home study clubs

For both sexes over 18 years of age:—

- Mandolin clubs
- Choral clubs

For both sexes over 14 years of age:—

- Placement bureaus
- Home study clubs

(d) That the employment of a manager, a clerk, a librarian and a matron for each center, and conductors, leaders, special leaders, pianists, helpers and assistant librarians, in such number as the superintendent may deem advisable, be authorized at the rates of compensation as follows:—

Managers, per evening	\$6.00
Conductors, per evening	4.00
Leaders, per evening	3.00
Special leaders, per evening	2.00
Librarians, per evening	2.00
Pianists, per evening	2.00
Clerks, per evening	2.00
Assistant Librarians, per evening	1.00
Helpers, per evening	1.00
Matrons, per evening	1.00

The estimated cost of evening centers in accordance with the above and including janitor service, heat, light, printing and advertising, is as follows:—

From October 16, 1912, to March 22, 1913..... \$13,060.00

From October 16, 1912, to December 31, 1913..... 19,590.00

Girls' High School Gymnasium—Evening Gymnastic and Folk Dancing clubs

Recommendation:—

(a) That on Wednesday evenings gymnastic and folk dancing clubs for women, and on Friday evenings gymnastic classes for men, be conducted in the gymnasium of the Girls' High Schoolhouse between the hours of 7.30 and 9.30 o'clock, beginning on October 16, 1912, and continuing for twenty successive weeks, holidays and the weeks of December 16, 23 and 30, excepted.

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

(b) That the employment of one helper, one matron, and conductors and leaders in such number as the superintendent may deem advisable, be authorized for such part of the term as in the opinion of the superintendent may be necessary, and that compensation for their services be fixed at the same rate as for persons of the same rank in evening centers.

The estimated cost of the above activities in the gymnasium of the Girls' High Schoolhouse, including janitor service, heat and light is as follows:—

From October 16, 1912, to March 22, 1913.....	\$670.00
From October 16, 1912, to December 31, 1913.....	1,005.00

LECTURES

Recommendation:—

1. (a) That evening lectures, picture plays, character dramas and monologues, not exceeding eighty-two (82), in number, of an educational character be given during the period, October, 1912, to March, 1913, inclusive, as follows:—

Ten in each of the evening centers, and six in each of the following-named school buildings: Brighton High, Dorchester High, Hyde Park High, West Roxbury High, Girls' High, Sherwin and Lowell Schoolhouses,—these to be given by successful public lecturers; those associated with schools, colleges and universities, scientists, physicians, inventors, statesmen, explorers, authors and professional entertainers, on topics of general public interest, and where practicable, shall be illustrated by stereopticon or otherwise.

(b) That these lectures and entertainments shall not be given in a building occupied for evening school purposes at such times as the evening school is in session.

(c) That the schedule of fees to be paid for such lectures and entertainments shall be as follows:—

Lectures not illustrated, \$10.00.

Lectures illustrated with uncolored slides, when lantern and operator are furnished by the school committee, \$12.00.

Lectures illustrated with uncolored slides, when lantern and operator are furnished by the lecturer, \$15.00.

Lectures illustrated with colored slides when lantern and operator are furnished by the school committee, \$15.00.

Lectures illustrated with colored slides when lantern and operator are furnished by the lecturer, \$20.00.

Picture plays, character dramas and monologues, illustrated by colored slides or dramatic impersonation, \$25.00.

Lantern operators employed by the school committee, \$3.00.

2. (a) That afternoon lectures, not exceeding forty in number, for mothers and homemakers, for which the lecturers shall be paid, be conducted on Wednesday afternoons in buildings occupied by evening centers, between the hours of 3 and 5 o'clock, during the period October, 1912, to March, 1913, inclusive.

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

(b) That these lectures be given by physicians, scientists, economists and others, upon topics relating to the care of children, the home and the community.

(c) That the fee for each such lecture shall not exceed \$10.00, and for a lantern operator, if required, \$1.50.

3. (a) That evening lectures for men's civic and economic clubs connected with evening centers, not to exceed forty in number, be conducted in evening centers during the period of October, 1912, to March, 1913, inclusive.

(b) That these lectures be given by recognized authorities, on civic and economic subjects.

(c) That the fee for each such lecture shall not exceed \$10.00.

4. (a) That evening lectures, not exceeding one hundred forty in number, for non-English speaking people, be conducted on Friday evenings during the period of the evening school term, in buildings occupied by evening elementary schools.

(b) That these lectures be given either in English or in a foreign language by skilled persons, and deal with historical and patriotic topics, and subjects that will tend to bring the immigrant into closer touch with American institutions and ideals, and to inspire him with a fuller appreciation of his privileges and duties as a citizen.

(c) That the fee for each such lecture shall not exceed \$10.00.

(d) That these lectures, so far as may be found practicable, be supplemented by a short musical program, the expense of which shall not exceed \$3.00.

The estimated cost of the above-named lectures, including janitor service, heat, light, printing and advertising is as follows:

From October, 1912, to March, 1913	\$5,000.00
From October, 1912, to December, 1913.....	7,500.00

Use of Accommodations in Schoolhouses—to December 31, 1913.

Recommended:—

(a) That the use of accommodations in schoolhouses be granted without charge, provided no admission fee is asked, as follows:—

To parents' associations connected with the public schools, not to exceed four meetings in each school year for any one association, having an attendance of at least 100 per meeting.

To public school alumni associations, not to exceed two meetings in each school year for any one association, having an attendance of at least 100 per meeting.

To citizens' improvement associations approved by the school committee, not to exceed four meetings in each school year for any one association, having an attendance of at least 50 per meeting.

For school entertainments.

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

For educational conferences and conventions.

For examinations approved by the director of evening and continuation schools.

For municipal concerts, lectures and addresses.

For such other educational purposes as the director of evening and continuation schools may approve.

(b) That with the exception of alumni association committee meetings, no accommodations may be used in a building occupied for evening school purposes at such times as the evening school is in session.

(c) That janitors be paid the schedule now authorized for similar use of school accommodations, except that in case of alumni committee meetings in buildings occupied for evening school purposes, on nights when evening school is in session janitor shall be paid according to the evening school schedule.

(d) That \$4,500.00 be set aside to meet the expenses of the above defined use of school accommodations.

Permanent Equipment for Centers

Recommended:—

That books, periodicals, games, material for instruction and games, music and cases therefor; musical instruments; moving picture machines, films, accessories and equipment therefor; kinetoscopes and equipment therefor; equipment for roof and hall of Washington Schoolhouse, be provided at an expense not to exceed \$9,000.00.

Washington School

Recommendation:—

That plans be made to utilize the roof and hall of the Washington Schoolhouse during the summer of 1913 for such purposes as may be deemed expedient, at a total expense not to exceed \$2,000.00.

Administration

Recommendation:—

(a) That the employment of one clerk with compensation at the rate of \$600.00 per year, be authorized, to date from October 1, 1912.

(b) That the employment of one messenger, with compensation at the rate of \$576.00 per year, be authorized, to date from October 1, 1912, said messenger to be employed during the months of October, November, December, January, February and March, only.

The estimated cost of administration, including services and office expenses of the assistant director of evening and continuation schools previous to the date of his appointment and subsequent thereto, clerk, messen-

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

ger, overhead supervision and office expenses to December 31, 1912, is \$2,150.00.

The estimated cost of administration, including salaries of assistant director of evening and continuation schools, clerk, messenger, overhead supervision and office expenses from December 31, 1912, to December 31, 1913, is \$5,650.00.

The estimated cost of administration to December 31, 1913, is \$7,800.00.

SUMMARY

(Amounts estimated to January 31, 1914):—

Appropriations	\$56,153.94
Evening centers	\$19,590.00
Girls' High School gymnasium	1,005.00
Lectures	7,500.00
Accommodations in schoolhouses	4,500.00
Washington Schoolhouse	2,000.00
Permanent equipment	9,000.00
Administration	7,800.00
	51,395.00
Balance	\$4,758.94
Yearly running expenses as per estimates:—	
Evening centers	\$13,060.00
Girls' High School gymnasium	670.00
Lectures	5,000.00
Accommodations in schoolhouses	4,500.00
Washington Schoolhouse	2,000.00
Administration	5,650.00
	\$30,880.00
Appropriation	28,076.97
	\$2,803.03

The recommendations contained in the plan were thereupon adopted, and the orders appended thereto were collectively passed.

—

A report was received from the superintendent, under date of September 30, 1912, relative to the advisability of establishing courses of lectures on science of government and economics in the plan for the extended use of school buildings, as recommended by His Honor, the Mayor, in a communication received at the meeting of September 9, 1912. In accordance with the suggestion of His Honor, the Mayor, the proposed plan for the extended use of school buildings which is submitted on this date, calls for the organization of civic and economic clubs in each center, a junior city

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

council, and a debating club. It also provides ten lectures to a center on strictly civic and economic subjects—these lectures to be followed by discussion. The plan also provides for afternoon lectures of a civic and hygienic nature for homemakers, and one hundred and forty evening lectures for non-English speaking people upon historical, patriotic, and civic questions, including the duties and privileges of citizens.

In short, the superintendent believes that the spirit and intent of the suggestions of His Honor, the Mayor, are to be carried out in the proposed plan.

Placed on file, and a copy ordered to be transmitted to His Honor, the Mayor.

A report was received from the superintendent, under date of September 30, 1912, with reference to the communications from His Honor the Mayor, relative to taking over and continuing the admirable orchestral and trio concerts, with lecture features, as well as the organ recitals which have been given by the music department, substantially as follows: The work of the music department has been of the highest order, and it has met with the hearty appreciation of the people of the city. During the past season the cost averaged about \$115 an evening, thus securing a very high grade entertainment. The plan proposed by the school committee for the extended use of school buildings is intended to be at very slight expense for any one meeting but to reach many parts of the city with a great variety of features. On musical lines it provides for orchestras, violin clubs, bands, drum corps, glee clubs, fife clubs, girls' choral clubs, and girls' orchestras, mandolin clubs. It provides one hundred and forty musical programs connected with lectures and a free use of buildings for municipal concerts. The controlling feature in the evening centers is the participation of the people in rendering the programs.

After very carefully considering the question, and fully recognizing the value of such concerts as have been given by the music department, it would seem that there is room and need of both the service rendered by the music department and the service proposed by the plan of the school committee. With the limited funds at the disposal of the committee this year, so large an expense for concerts would deplete the amount of money available to such an extent that many other of the features as outlined in the plan would have to be omitted. In fairness to the different sections of the city, this would be inadvisable at present.

However, the superintendent is ready to give close inspection to the various activities proposed in the plan for the extended use of buildings, to eliminate those that seem less desirable, and to substitute and extend others to meet the needs of the city. In doing this, as in everything else undertaken the valuable suggestions of His Honor, the Mayor, will be heartily welcomed.

Placed on file, and a copy ordered to be transmitted to His Honor the Mayor.

BOOK REVIEWS

A NEW CONSCIENCE AND AN ANCIENT EVIL

By JANE ADDAMS. Published by The Macmillan Company, 66 Fifth Avenue, New York City. Price, \$1.00, net

The relation of recreation to the "ancient evil" is one of the most important points in Miss Addams' book. Story after story shows downfall as a result of seeking relief from a dreary, monotonous life of labor; "for thousands the effort to obtain a livelihood fairly eclipses the very meaning of life itself." All unregulated commercial amusement but throws open the door to evil. "The girls are attracted not only by a love of pleasure, but by a sense of adventure, and it is in these places that they are most easily recruited for a vicious life." Even little children of eight or nine years ignorant of play and without play facilities are bought by so small a thing as a ticket to a moving picture show, or a ride on a roller-coaster.

Every recreation worker has recognized the opportunity and responsibility for lifting moral standards involved in his work, but the cumulative effect of the actual experiences of girls and boys so simply and vividly narrated must be to rouse in every worker new zeal to make each moment in the playground or recreation center count among those things that make for righteousness.

THE DRAMATIC FESTIVAL: A CONSIDERATION OF THE LYRICAL METHOD AS A FACTOR IN PREPARATORY EDUCATION

By ANNE A. T. CRAIG, with a Foreword by PERCIVAL CHUBB, and an Introduction by PETER W. DYKEMA. G. P. Putnam's Sons, New York, 1912. Price, \$1.25

A plea for a real recognition of art in education, and for the establishment of a department of folk-plays in schools, theories of teaching through an appeal to interest and the dramatic instinct, practical suggestions for the conduct of a "recreation hour" for such teaching, a number of folk-plays for use in this way, valuable references, and an inspiration to "go forth and find" through actual practice with children—all this will be found in Mrs. Craig's book. Particularly pleasing and helpful to the playground worker are the pages regarding method in dramatic play, working always from the children's point of view, tactfully and tenderly leading to correct speech and posture for the good of the play, or the benefit of the audience, never once making the small player the center of critical attack.

BOOK REVIEWS

PAGEANTS AND PAGEANTRY

By ESTHER WILLARD BATES, with an Introduction by WILLIAM ORR, Deputy Commissioner of Education for Massachusetts. Published by Ginn and Company, Boston, New York, Chicago, London. Price, \$1.25

In the long and scholarly introduction, Mr. Orr defines pageantry and traces the evolution of different types from their origin in England through the American modifications. "The factors essential to true pageantry are the use of the costumes and practices of older days and the representation of important events in history as expressions of the manifold activities and aspirations of the human soul." Following this idea, Mr. Orr also says, "It is hoped that the pageants in this book will serve more as suggestions than as actual representations, for the pageant should be conceived for the occasion, produced by the participants, and representative of the actors."

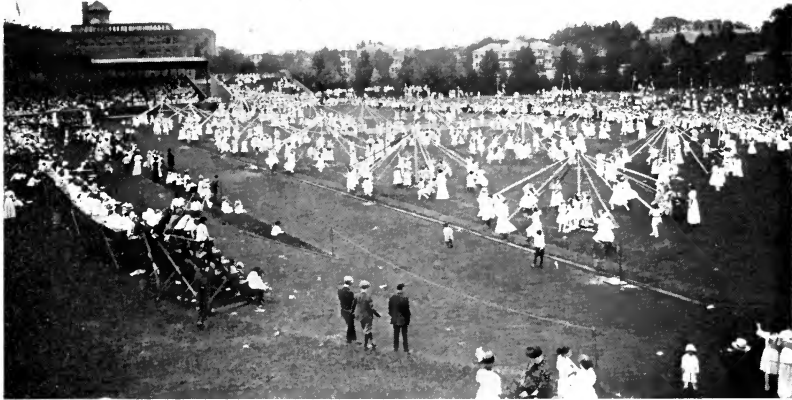
Miss Bates takes up the exposition with regard to text, staging and costuming. Among the five complete pageants given as types, the Colonial Pageant is particularly interesting.

PATRIOTIC PLAYS AND PAGEANTS FOR YOUNG PEOPLE

By CONSTANCE D'ARCY MACKAY. Published by Henry Holt and Company, New York City. Price, \$1.35, net

Well adapted for playground and recreation center dramatics are the plays in this book. Most of them may be used either indoors or out. There is a Pageant of Patriots, including scenes from the lives of Washington, Boone, Franklin and Lincoln; a Hawthorne Pageant and eight one-act plays based on historic scenes or legends. Detailed directions for production and descriptions of costumes and properties are given.

This volume possesses the same high artistic and ethical standard of Miss Mackay's two preceding books of plays and doubtless children will find no less delight in the mere reading of these plays than in the former volumes, while the dramatic rendition will rouse great enthusiasm. These plays, in spite of occasional grandiloquent stiffness and rather pointed moral teaching, are so far superior to the ordinary children's play in theme and style that one must regard them as worthy of a high place in the lists of children's plays.



Worcester Playground Commission

ENGLISH MAY POLE DANCE—DANCED BY THREE HUNDRED AND TWENTY
GIRLS FROM TWENTY PLAYGROUNDS, WITH SEVEN HUNDRED
AND SIXTY SMALL GIRLS GROUPED BY EIGHTS AROUND
EACH POLE



Harmon Park, Lebanon, Ohio

BOYS DIGGING A TRENCH



Harmon Park, Lebanon, Ohio

BOYS BUILDING A DAM



Harmon Park, Lebanon, Ohio

DAM BUILT BY THE BOYS

Vol. VI. No. 11

February, 1913

The Playground

To Promote Normal Wholesome Play
and Public Recreation



HAPPINESS WORTH WHILE IN ITSELF

Twenty-five Cents a Copy

Two Dollars a Year

The Playground

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Messrs. Nathan & Woods

DREAMLAND DANCE HALL—ST. LOUIS, MISSOURI. AN ATTEMPT TO
MAINTAIN A MODEL COMMERCIAL ENTERPRISE



A MUNICIPAL BALL—MILWAUKEE, WISCONSIN



MUNICIPAL BALLROOM, RECREATION CENTER, CHICAGO, ILLINOIS



MUNICIPAL BALLROOM IN RECREATION CENTER, CHICAGO, ILLINOIS

THE FIRST BEQUEST

Lucy Tudor Hillyer, daughter of Mr. and Mrs. Appleton R. Hillyer of Hartford, Conn., and granddaughter of Horace Bushnell, in a memorandum written about a month before her death this last summer requested that from her estate \$5,000 be sent to the Playground and Recreation Association of America. Of course in this recreation movement as in all movements like it there is great need of money, but aside from all thought of money the workers of the Association have all been inspired to stronger and better work as they have thought of the young woman of twenty-seven who without conscious effort always brought good times to those about her. She was a director in one of the Hartford Social Settlements and much interested in its work. She was herself fond of all out-of-door sports, and shared with her family the earnest desire for bettering all social conditions. She made this gift that the world she was leaving might be a happier place for those who remained.

As a result of her thought for the children of our country an additional field secretary is made possible to go from city to city helping each community to establish its recreation on a sound basis—with municipal support. Hundreds of thousands of children will have reason to be grateful to Lucy Tudor Hillyer. She will be remembered always as the first person who left a bequest to the Playground and Recreation Association of America.

THE YEAR BOOK

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

The roll of the cities carrying on recreation work has once more been called. Over 1,100 communities have replied to the inquiry as to whether or not supervised recreation is being conducted. The facts printed in this Year Book have been gathered by correspondence carried on with communities of 5,000 inhabitants or more throughout the United States and Canada. Cities have been listed in the statistical table only when the report indicated that play leaders were employed or that volunteer supervision has been so regular and well organized as to approximate paid supervision.

The Playground and Recreation Association of America is indebted to many individuals in all parts of the country for the figures in the Year Book. These busy workers have gladly given of their time and interest that these facts may be of help to you.

PLAYGROUND FACTS

Reports have been received from 285 cities maintaining regularly supervised playgrounds and recreation centers. These 285 cities during the year ending November 1st, 1912, maintained 2,094 playgrounds and recreation centers, and employed 5,320 workers, of whom 2,195 were men and 3,075 women. In the cases of 50 workers the report failed to indicate whether the persons employed were men or women. Sixty-three cities employed 655 workers the year round. These figures indicate an increase over last year of about 22 per cent. in the number of playground workers. In addition to the recreation workers 1,353 caretakers were employed. A total expenditure of \$4,020,121.79 was reported. Of the 285 cities 245 reported a total average daily attendance of 433,660 during July and August. Forty-five cities reported an average daily attendance of 33,639 during January and February.

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MANAGEMENT

In 33 cities playgrounds and recreation centers were maintained by playground or recreation commissions, in 51 by playground associations, in 11 by playground associations in combination with other organizations, in 35 by school boards, in 33 by park boards, in 9 by park and school boards in combination, in 5 by park commissions and playground commissions, in 11 by park boards in combination with other organizations. In 12 cases they were carried on by special departments of the city government, in 10 by individuals, in 19 by clubs, in 18 by playground committees, in 50 by other agencies or by several agencies combined.

SOURCES OF SUPPORT

In 99 cities the centers were supported by municipal funds, in 90 cities by private funds, in 94 cities by both municipal and private funds. In 2 cities the sources of support were not given.

LENGTH OF PLAYGROUND TERM

In 71 cities 299 centers were open throughout the year. One hundred and eighty cities reported that 1,142 centers were open only during July and August. In 88 cities 543 centers were open for periods ranging from three weeks to ten months; of these, 143 centers were open for three months, 33 for four months, 59 for five months, 37 for six months, 154 for seven months, 19 for eight months, 38 for nine months, 29 for ten months. Thirty-one were open for periods of less than three months. In 153 cities centers were open on holidays and in 71 on Sundays.

ORGANIZATION

The returns for this year show 129 cities having playground associations, 47 having playground or recreation commissions, and 7 having both.

SUPERVISED EVENING CENTERS

One hundred and three cities reported 442 centers open evenings. The total average daily attendance for the 66 cities which made a report on attendance was 47,204.

TRAINING CLASSES

It was reported that 47 out of the 285 cities maintained

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training classes for playground workers. This number includes the cities holding weekly conferences for their workers during the playground season. Four cities reported that training classes are in process of organization. In 19 of the 47 cities the returns show 1,180 student workers.

RECREATION CENTERS

Seventy-one cities stated that their schoolhouses were used as recreation centers. Sixty-six of these cities reported 276 such centers, ten of which were spoken of as civic centers. Three reported that their centers were used for lectures and evening schools and class work only. In addition to these 43 cities, which do not appear in the table, reported that their schoolhouses were used as recreation centers. Forty cities reported eighty-one such centers.

STREET PLAY

In 10 cities streets were set aside for play; 61 cities reported that coasting in the streets was permitted.

ORGANIZED ATHLETICS

In 172 cities organized efforts to promote public athletics were made through the Public Schools Athletic Leagues, Young Men's Christian Associations, inter-school meets, and other school athletics. One hundred and four cities reported Public School Athletic Leagues.

SPECIAL PLAY ACTIVITIES

The number of cities reporting special recreation center activities are as follows: Boy Scouts, 56; Camp Fire Girls, 21; debating, 15; dramatics, 37; evening entertainments, 53; folk dancing, 132; gardening, 67; industrial work, 112; instrumental music, 38; lectures, 36; libraries, 56; moving pictures, 35; pageants, 44; self-government, 52; singing, 84; social dancing, 42; storytelling, 143; summer camps, 27; swimming, 83; tramping, 74; wading, 75.

SEPARATE SPACES FOR BOYS AND GIRLS

In 85 cities 385 centers had separate spaces for boys and girls.

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DONATED PLAYGROUNDS

In 41 cities land has been donated for playground purposes. The combined value of this property in 14 of these cities was estimated at \$457,459.

BOND ISSUES

In 19 cities bond issues for recreation purposes were authorized during the year to the amount of \$2,524,775. In addition to these, six cities which do not appear in the table because their centers are not regularly supervised, report bond issues amounting to \$1,260,629.

PLAYGROUNDS ESTABLISHED IN 1912

Forty-three cities stated that supervised playgrounds were opened for the first time during the year ending November 1, 1912.

SUPERVISED CENTERS AND CENTERS UNDER VOLUNTEER SUPERVISION

Forty-nine cities reported centers carried on under no supervision other than caretakers. Nine reported centers under volunteer supervision. In these centers and in the school grounds—many of which were reported under the supervision of regular school teachers during the day—many special playground activities were carried on. Forty-two reported Boy Scout activities, 62, efforts to promote organized activities, and 31, Public Schools Athletic Leagues.

POSSIBILITY OF WORK LATER

Very interesting reports have come from communities just starting recreation work whose developments are not far enough advanced to be included in the table of supervised centers. Indications point to a very rapid development in the near future. In addition to the six cities mentioned earlier in the report which have issued bonds for recreation purposes during the past year, eight communities reported that last summer experimental grounds were conducted with great success. Seven cities reported that actual playground work has been started, but has been of so short duration that no definite reports could be given. Five other cities reported that definite organizations have been effected and work has been begun to secure fully equipped centers. Twenty-one cities reported that land has

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been secured either by purchase or through gifts. These grounds are now being graded and equipped, and some report that they will be open in the spring. In 12 of these cities the land was secured through gifts, four cities reporting that the combined value of the property is \$35,700. Five cities have stated that the work has advanced to the point of raising funds, and money is now in the treasury. Eight others reported that committees have been appointed to investigate the need of playgrounds and to take steps toward meeting the needs. Thirty-two cities reported that steps are being taken to arouse interest and that the matter has been very definitely put before the public. Many others state that campaigns will be started in the near future, but nothing has as yet been done.

SUMMARY

Playgrounds and Recreation Centers	Number of Cities
Under paid supervision.....	285
Under no supervision	49
Under volunteer supervision.....	9
School playgrounds	130
Bonds issued	6
Experimental grounds conducted.....	8
Work started	7
Land secured for playgrounds.....	21
Funds raised for future work.....	5
Recreation organizations created.....	5
Temporary committees recently appointed.....	8

533

Thirty-two cities reported that campaigns are under way.

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HONOR ROLL

CITIES WHICH HAVE REPORTED RECREATION WORK CARRIED ON
THROUGHOUT THE YEAR WITH WORKERS EMPLOYED
THROUGHOUT THE YEAR

Alameda, Cal.	Muskogee, Okla.
Atlanta, Ga.	Nashville, Tenn.
Baltimore, Md.	Newark, N. J.
Bayonne, N. J.	New Orleans, La.
Bennington, Vt.	Newton, Mass.
Berkeley, Cal.	New York City, N. Y.
Brookline, Mass.	Oakland, Cal.
Buffalo, N. Y.	Orange, N. J.
Charleston, S. C.	Pasadena, Cal.
Chattanooga, Tenn.	Philadelphia, Pa.
Chicago, Ill.	Philmont, N. Y.
Cleveland, Ohio	Pittsburgh, Pa.
Columbus, Ohio	Pittsburgh, N. S.
Dayton, Ohio	Rochester, N. Y.
Denver, Colo.	Sacramento, Cal.
Everett, Wash.	Sag Harbor, N. Y.
Grand Rapids, Mich.	San Diego, Cal.
Hoboken, N. J.	San Francisco, Cal.
Jacksonville, Fla.	Santa Barbara, Cal.
Jersey City, N. J.	Seattle, Wash.
Johnstown, Pa.	St. Albans, Vt.
Kansas City, Kan.	St. Louis, Mo.
Kansas City, Mo.	St. Paul, Minn.
Kentfield, Cal.	Tacoma, Wash.
Los Angeles, Cal.	Toledo, Ohio
Macon, Ga.	Washington, D. C.
Madison, Wis.	Wilmington, Del.
Milwaukee, Wis.	Worcester, Mass.
Montgomery, Ala.	Youngstown, Ohio
Amherst, N. S., Canada	

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS

STATE AND CITY	NAME	PRESIDENT	SECRETARY
ARKANSAS	Park and Playground Association.....	Edward A. Strong.....	W. D. Lum
Fort Smith	Executive Board Central Playgrounds Association	L. B. Leigh	Eva Reichardt
Little Rock			
CALIFORNIA	Playground Commission	J. T. Preston	Mrs. W. H. Marston
Berkeley	Playground Commission	Bessie D. Stoddart	Charles S. Lamb
Los Angeles	Playground Committee	Ethel Moore	George E. Dickie
Marysville	Board of Playground Directors	Luella Johnston	John S. Blair
Oakland	Playground Department	Melville Klauber	Katherine Heron
Pasadena	Playground Board	F. D. C. Crowley	Joseph R. Hickey
Sacramento	Playground Association	Jesse W. Lilienthal	James E. Rogers
San Diego	Playground Commission	T. S. Titsworth	Anna L. Johnson
San Francisco	Recreation League	W. J. Sperr	
COLORADO	Playground Association		
Denver	Playground Commission	Robert L. Munger	F. M. Drew
Fort Collins		Irving I. Gardner	Ethel Havens
CONNECTICUT	Playground Association	J. Herbert Wilson	
Ansonia	Playground Association	Alice Stanton	
Meriden	Public Amusement Committee	John B. Stanton	Arthur L. Peale
New Britain	Playground Association	Mrs. E. G. Weber	Edith Barclay
New London	Playground Association	Marjorie S. Turner	Irving B. Holley
Norwich	Children's Playgrounds Committee		
Stamford	Playground Association		
Torrington			
DELAWARE	Playground Association	Cornelia Bowman	Mary Green
Wilmington			

DISTRICT OF COLUMBIA Washington	Commissioners of the District of Columbia...	E. S. Martin, Supt.
FLORIDA		
Jacksonville	Playground Commission	Arthur D. Stevens
Pensacola	Recreation Association	C. H. Mann
	Playground Committee	Henry Hyer
GEORGIA		
Macon	Playground Association	Florence Bernd
ILLINOIS		
Chicago	Playground Association	Harold F. McCormick
Evanston	Small Park and Playground Association	Mrs. Robert B. Ennis
Jacksonville	Playground Association	Frank Heine
INDIANA		
Columbus	Playground Association	Vida Newsom
Evansville	Playground Association	M. S. Sonntag
Fort Wayne	Playground Association	L. Park Drayer, M.D.
KANSAS		
Junction City	Playground Commission	Y. Y. Young
LOUISIANA		
New Orleans	Board of Commissioners of Public Play-grounds	Mrs. A. J. Stallings
MARYLAND		
Baltimore	Children's Playground Association	Mrs. R. Douglas
	Public Athletic League	Mary Claire O'Brien William Burdick, M.D.
MASSACHUSETTS		
Boston	Public Recreation League	Frances G. Curtis
Brookline	Playground Commission	Payson Dana
Chicopee	Playground Commission	Mrs. N. P. Ames Carter
Everett	Playground Commission	John F. Casey
Framingham	Playground and Recreation Commission	E. F. Burnham
Holliston	Playground Association	Harold C. Clafin

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
Holyoke	Playground Commission	N. P. Avery	Mrs. James Allen
Lawrence	Playground Commission	T. W. Howe	B. M. Sheridan
Leominster	Playground Association	J. A. Goodhue	J. F. McLaughlin
Newton	Playground Commission	William C. Brewer	Charles F. Johnson, Jr.
Northampton	Playground Association	H. D. Hemenway	W. H. Whiting
Pittsfield	Park and Playground Association	Joseph Ward Lewis	Joseph E. Peirson
Quincy	Playground Committee of 100	Deleware King	A. F. Bromley
Somerville	Playground Association	Hon. Albron A. Perry	Mrs. George Whiting
Southbridge	Playground Committee	C. A. Tetrault	John A. Whittaker
Wayland	Park and Playground Association	Mrs. Jane N. Moore	Jane A. Patterson
West Springfield	Playground Commission	Robert D. White	Frank P. Sargent
Worcester	Playground Commission	George F. Booth	Earle Brown
	Playground Association	George F. Booth	John F. McGrath
MICHIGAN			
Grand Rapids	Department of Municipal Recreation	H. B. Baird	Mrs. C. H. Gleason
	Playground Association	Rev. Bastian Smits	Wallace G. Wright
Jackson	Playgrounds Association	Bessie B. Goodrich	
Kalamazoo	Playground Association	Lees Ballinger	C. May Wagner
Lansing	Playground Association	F. J. Jennison	Rev. Bates Burt
Marquette	Playground Association		
MINNESOTA			
Duluth	Playground and Recreation Association	Judge Alfred Jacques	Eugene Van Cleef
Minneapolis	City Council Committee on Recreation	J. H. Chase	Emma Larson
St. Paul	Playground Committee	A. W. Dunning	
MISSISSIPPI			
Greenville	Playground Association	Mrs. George Leavenworth	Mrs. Philip Davidson
MISSOURI			
Kansas City	Playground Association	L. W. Shouse	
St. Louis	Public Recreation Commission	Dwight F. Davis	Charlotte Rumbold

MONTANA					
Kalispell	Park and Playground Association	Mrs. Wells	Rev. C. H. Linley		
Great Falls	Playgrounds Association	N. M. Lease	Mrs. C. D. Ladd		
NEW HAMPSHIRE					
Portsmouth	Citizens' Playground Association	Gustave Peyser	Frank E. Leavitt		
NEW JERSEY					
Asbury Park	Playground Commission	D. Havens	A. McAdie		
Bayonne	Playground Commission	Richard Hartnett	Alice M. Service		
Bridgeton	Johnson Reeves Playground Association	Archer Platt	Benj. W. Courter		
Camden	Board of Playground Commissioners	Frederick A. Finkeldey	Lincoln E. Rowley		
East Orange	Board of Playground Commissioners	Charles N. Hart	Harriet Townsend		
Elizabeth	Board of Playground Commissioners	John C. W. Lammerding	Emily Gilbert		
	Civic Recreation League	Frank Bergen	Mrs. N. P. Hanan		
Glen Ridge	Playground Association	Mrs. L. Hinrichs	Leo Mayer		
Hoboken	Playground Commission	Julius Lichtenstein	G. M. Wills		
Irvington	Board of Playground Commissioners	G. A. Kruttschnitt	Louis K. Comins		
Kearney	Board of Playground Commissioners	William K. Warnoch	Philip A. Gifford		
Newark	Board of Playground Commissioners	Louis V. Aronson	Charles T. Gwynne		
Orange	Playground Commission	Austen Colgate			
Passaic	Board of Playground Commissioners	G. H. Dalrymple	O. R. Hagan, M.D.		
	Playground Association	E. J. Marsh			
Paterson	Special Advisory Committee to Mayor on Playgrounds				
Perth Amboy	Board of Playground Commissioners	C. C. Baldwin	F. D. Eichbauer		
Philipsburg	Public Playground Commission	Benjamin B. Metz	F. Z. Hermes		
Plainfield	Playground Commission	George P. Mellick	H. E. Parker		
Red Bank	Playground Association	Mrs. F. L. Blaisdell	Alfred B. Wilson		
Rutherford	Public Playground Association	Remington E. Rose	Lily A. Wolf		
South Orange	Board of Playground Commissioners	Remington E. Rose	Fred E. Rogers		
	Board of Playground Commissioners	Spencer Miller	Everett Yeaw		
Trenton	Trenton Commission	William F. Burk	Mary Convery		
	Trenton Social Center League	Samuel H. Bullock			
NEW YORK					
Amsterdam	Playgrounds Association	Henry P. Putnam	H. T. Morrow		

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
Buffalo	Playground Commission	Hon. Harry L. Taylor	Charles W. Dilcher
Johnstown	Playground Committee	Edward Monahan	Belle Mead
Lackawanna	Lackawanna Social Center	James E. Sullivan	Gustavus T. Kirby
New York City	Recreation Commission	John H. Finley	H. S. Braucher
	Recreation Alliance	Mrs. A. Barton Hepburn	Mrs. Samuel C. Van Dusen
	City History Club		
	Committee on Amusement Resources of Working Girls	Mrs. Charles H. Israels	
	New York Association of Working Girls Societies	Virginia Potter	Mrs. Vernon C. Brown
	New York Social Center Committee	James M. Price	Clinton S. Childs
	Outdoor Recreation League	James K. Paulding	Joseph M. Price
	Parks and Playgrounds Association	Eugene A. Philbin	Lulu Morton
	Public Schools Athletic League	Gen. George W. Wingate	C. Ward Crampton, M.D.
	Brooklyn Committee on Recreation	James S. Graham	Mrs. Lillian Betts
	Flatbush Playground Association		William M. Strong
	Parks and Playgrounds League of Queens Borough	Charles Schroder	Ira H. LaVeon
	Flushing Public Playground Association	Mary L. Lyles	Rosita Birkbeck
Oneida	Park and Playground Commission	Rev. Herman Rex	H. Will Evans
Rochester	Children's Playground League	Benjamin B. Chace	Mary P. Morse
Upper Troy	Playground Association	John J. Mackrell	Louise Flagler
White Plains	Playground Committee	Mrs. E. Howe Turton	Mrs. H. H. Hart
NORTH DAKOTA			
Fessenden	Playground Association	Mrs. Hampton Lyness	B. S. Whipple
OHIO			
Akron	Public Playground Committee	Mrs. J. T. Barnhart	Vincent S. Stevens
Canton	Park and Playground Association	Prof. M. G. Marshall	Mrs. Norman T. Krause

Columbus	Department of Public Recreation	John G. Price	R. S. Wambold
Dayton	Playgrounds and Gardens Association	Rabbi David Lefkowitz	T. H. Marshall
East Liverpool	Playground Association	Mrs. Jason H. Brookes	Mrs. John S. Goodwin
Greenville	Playground Association	Rev. Charles H. Gross	B. B. McIntire
Springfield	Playground Association	Judge Frank W. Geiger	A. L. Button
Youngstown	Playground Association	Leo Guthman	
OKLAHOMA			
Muskogee	Playground Association	B. B. Wheeler	C. H. Fenstermacher
Tulsa	Playground Association	C. E. Buchner	Mrs. R. F. MacArthur
OREGON			
Salem	Playground Association	George F. Rodgers	Essie Culver
PENNSYLVANIA			
Ardmore	Joint Playground Association of Lower Merion Township	Mrs. Harland C. Nicholson	Marian Ruhe
Allentown	Playground Association	Mrs. W. C. Guider	Mrs. R. E. Jefferis
Chester	Playgrounds Association	Mrs. Harry C. Cochrane	Mrs. Warren Mitchell
Greensburg	Playgrounds and Civic Association	Mrs. Lloyd B. Huff	Mrs. John J. Kelley
Hazleton	Playground Association	Frank Pardee	Mrs. Louis C. Martin
Homestead	Playground Association	James L. King	George W. Williams
Johnstown	Amateur Recreation Commission	Tom Nokes	M. F. Carey
Lancaster	Playground Association	H. S. Williamson	Grace Felker
Lewistown	Playground Association	Edgar W. Burchfield	Lynn Schuyler
Lockhaven	Playground Association	Edward S. Ling	Jessie Grassie
Meadville	Social Center Association	F. C. Lockwood, M.D.	J. H. Greenwood
New Castle	Playground Association	Rev. A. B. McCormick	Otto T. Mallery
Philadelphia	Board of Recreation	M. G. Brumbaugh	William A. Stecher
	Playgrounds Association	Ernest L. Tustin	Mrs. Will McLain
Pittsburgh	Playground Association	Beulah E. Kennard	
	Playground and Vacation School Association of Allegheny	Mrs. John Cowley	Mame M. Stoner
Punxsutawney	Playground Association	Dr. T. R. Williams	Mrs. J. P. Wilson
Reading	Playground Association	Wellington M. Bertolet	Zettan Gordon
Scranton	Playground Association	Esther M. Sinn	Lenora Rice
Sharon	Playground Association	Mary W. Devitt	Alice Bell

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
South Bethlehem	Playground Association	Rev. Matthew Rutherford	Mrs. Otto Gminder
Washington	Playground Association	Plummer Jeffries	Mrs. Edwin Linton
West Chester	Playground Association	T. J. Wood	Jane R. Baker, M.D.
Wilkesburg	Playground Association	H. M. Fry	P. Bond
Wyomissing	Playground Association		H. A. Gardner
RHODE ISLAND			
Pawtucket	Special Playground Committee	Fred. F. Halliday, Jr.	Rush Sturgis
Providence	Playground Association	Frederick Reuckert	Henry M. Barry
	Mayor's Committee on Summer Playgrounds	Henry Fletcher	
SOUTH CAROLINA			
Charleston	Board of Municipal Playground Commissioners	T. J. McCarty	Sarah C. Allan
TENNESSEE			
Memphis	Playground Association	Mrs. Thomas M. Scruggs	C. H. Raine
TEXAS			
Dallas	Playground Association	Elmer L. Scott	Mrs. W. A. Callaway
UTAH			
Ogden	Public Playground Association	W. L. Underwood	E. M. Reid
Salt Lake City	Playground Association	A. W. North	Kate Williams
VIRGINIA			
Norfolk	Playground and Recreation Association	Justice J. S. Barron	R. H. Gurley
Richmond	Playground Association	Allen R. Hanckel	J. Paul Spence
Staunton	Committee on Recreation and Playgrounds	Eugene C. Massie	Julien H. Hill
	Playground Association	A. L. Tynes, M.D.	Josephine Timberlake

WASHINGTON

Everett
 Seattle
 Tacoma

Playground Association
 Playground and Recreation Association.....
 Recreation Commission

J. A. Falconer
 John E. Price
 Mrs. F. M. Johnson

D. B. McIlravy
 Prof. J. K. Hart
 H. H. Garretson

WEST VIRGINIA

Wheeling

Playground Association

J. C. McKinley

R. B. Taylor

WISCONSIN

Janesville
 Oshkosh

Playground Association
 Playground Association

Father Wilson
 Stephen Radford, Jr.....

Mary E. Forbes

CANADA

Brandon, Manitoba
 London, Ont.
 Montreal
 St. John, N. B.
 Vancouver, B. C.
 Victoria, B. C.

Playground Association
 Playground Association
 Parks and Playgrounds Association.....
 Playgrounds Association.....
 Playground Association
 Parks and Playgrounds Committee.....

J. S. Matheson
 George S. Gibbons
 Sir Alexander Lacoste
 Mabel Peters
 J. G. Davidson, M.D.....
 John Dilworth

Robert Warren
 Mrs. Hutchinson
 Edith I. Watt
 A. M. Belding
 A. G. Beatty

WHAT CITIES "PLAYED" LAST YEAR AND HOW

Blank spaces—indicate that no information has been returned under these headings

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees		Caretakers	Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Expenditures	Sources of Support	Year First Playground Was Established	Sources of Information
			Men	Women								
ALABAMA												
Montgomery.....	38,136	1	2	0	2			City Commissioners.....	\$ 550.00	Municipal funds	.....	.....
ARKANSAS												
Fort Smith.....	23,975	1	1	0	1	7-10 p.m.		Park and Playground Association.....	1,640.00	{ Municipal and private funds	{ 1912	J. W. Kuykendall
Little Rock.....	45,941	11	4*	5	0	8-11; 3-8	336	Executive Board Central Playground Association, School Board and School Improvement Association.....	5,225.00	{ Municipal and private funds	{ 1912	Eva Reichardt
Pine Bluff.....	15,102	2	1	1	0	9-12; 4-7.30		City Beautiful Club.....	375.00	Private funds....	1911	Mary M. Geisreiter
CALIFORNIA												
Alameda.....	23,333	3	1	3	6	6	500	Playground Committee of City Council.....	16,604.05	Municipal funds	1909	John S. Gutleben
Berkeley.....	40,434	2	1	1	1	5	219	Playground Commission	2,760.00	Municipal funds	1911	Mrs. W. H. Marston
Chicago.....	3,750	10	3	7	10			Board of Education....	1,000.00	Municipal funds	1910	Charles H. Camper
Kenfield.....	130	1	0	1	0			Tempepais Center				
Los Angeles.....	319,198	16	25	23	11	5	2,762	Women's Club.....	55,378.22	Private funds...	1910	Jessie Hanna
Marysville.....	5,430	2	2	5	3	2½	550	Playground Commission	21,175.00	Municipal and private funds	1905	Bessie D. Stoddart
Oakland.....	150,174	10	13	10	19	(Summer) 7 (Winter) 4½ (Summer) 9-5, 30 (Winter) 2-5, 30	3,200	Board of Playground Directors.....	40,490.50	Municipal funds	1909	W. P. Cramsie
Pasadena.....	30,291	1	2	2	1		135	City.....	5,234.30	Municipal funds	1909	George E. Dickie
Riverside.....	15,202	1	1	1	0			City.....	30,000.00	Municipal funds	1912	Hon. S. C. Evans
Sacramento.....	44,696	2	1	1	3	8	130	Playground Board.....	7,310.00	Municipal funds	.....	Max L. Stone
San Diego.....	39,578	1	1	1	0	6½	125	Playground Association.....	1,700.00	Municipal and private funds	1910	Frank S. Marsh
San Francisco.....	416,912	{ 9	1	1	6	6-6	1,374	Park Commission.....	77,500.00	Municipal funds	{ 1910	James E. Rogers Joseph R. Hickey

CALIFORNIA—Cont.												
San Jose	28,946	9	1	8	0	8-9; 12-1; 3-4	500	Board of Education	10,750.00	Municipal funds	1910	Alexander Sherriffs
Santa Barbara	11,659	2	0	2	0	9-5	100-125	Neighborhood House Association	2,600.00	Private funds	1905	Margaret Baylor
COLORADO												
Denver	213,381	{ 11	5	14	5	9-9	2,500	Park Commission	} 326.24	} Municipal funds	1907	Anna L. Johnson
Fort Collins	8,210	{ 38	2	50	0	2	School Board	Municipal and Private funds			1908	Bert Perkins
CONNECTICUT												
Ansonia	15,152	2	0	2	0	9-6	350	Playground Association	500.00	Private funds	1911	Robert L. Munger
Bridgeport	102,054	2	1	0	0	9-6	350	Board of Park Commissioners	1,960.00	Municipal funds	1912	B. F. Cooney
Greenwich	16,463	1	1	0	0	All	50	School Committee	6,500.00	Municipal funds	1897	E. C. Andrews
Hartford	98,915	14	2	98	3	9-6	3,413	Board of School Visitors	800.00	Private funds	1910	Julius S. Auger
Meriden	27,265	5	3	4	3	{ (3) 7 } { (1) 6 } { (1) 4 }	950	Playground Association	350.00	Private funds	1906	L. B. Kuhns
Middletown	11,851	1	1	2	0	All	160	Social Service League	450.00	Municipal funds	1908	Christian Brocar
Naugatuck	12,722	1	1	0	2	8,30-5	100	School Board	2,284.96	Municipal and private funds	1908	J. Herbert Wilson
New Britain	43,916	{ 4	0	7	4	{ 9-11,30 } { 2-5 } { 9-9 }	834	Public Amusement Committee	2,379.38	private funds	1897	Robert A. Crosby
New Haven	133,605	{ 1	2	1	0	6	584	Individual	18,100.00	Municipal and private funds	1909	Alice Stanton
New London	19,659	3	4	1	2	9,30-12	2,097	Civic Federation and Park Department	962.05	Municipal funds	1911	Arthur L. Peale
Norwich	20,367	6	1	21	4	1,30-5	280	Playground Association	484.66	Private funds	1909	Edith Barclay
Stamford	25,138	{ 1	1	1	0	9-12; 1-5	97	Childrens' Playground Committee	704.91	Private funds	1909	Marjorie S. Turner
Torrington	16,840	2	0	2	0	5	175	Private individuals	294.99	Private funds	1909	Eugene Kerner
Waterbury	73,141	{ 4	6	0	4	9	900	Playground Association	1,650.00	private funds	1909	Eugene Kerner
		{ 1	1	2	1	8	400	Park Department	630.00	Municipal and private funds	1909	Eugene Kerner
		{ 1	0	2	1	8	150	Associated Charities, Waterbury Industrial School				
DELAWARE												
Wilmington	87,411	5	3	8	3	8	1,500	Board of Park Commissioners	1,497.07	private funds	1906	Edward R. Mack
		2	1	3	0	8	210	Playground Association	239.30			
		1	1	1	0	8	50	West End Reading Room	12,930.00	Municipal and private funds		
		2	0	3	1	8	270	Privately supported	390.50			
		1	0	2	0	8	65	Childrens' Home	70.00			
		1	0	0	0	3	20	Friends' Meeting				
		1	*	0	0	8	80	People's Settlement				

* Volunteers acted as play leaders.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees		Caretakers	Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Playground Was Established	Sources of Information
			Men	Women								
DISTRICT OF COLUMBIA												
Washington.....	331,069	11	10	18	11	9 to dark Vacation and 12 Saturdays 12 to dark School year	3,632	Commissioners of the District of Columbia Board of Education.....	\$18,870.00	Municipal and private funds	1902	E. S. Martin
FLORIDA												
Jacksonville.....	57,699	2	2	2	0	1.30-6	375	Playground Commission.	2,827.00	Municipal and private funds..	1911	Mrs. Thos. P. Denham
Pensacola.....	22,982	2	3	1	3	14	460	Playground Committee.	2,571.56	Municipal and private funds..	1909	H. E. Hoppen
GEORGIA												
Atlanta.....	154,839	12	1	17	0	8-11.30; 3.30-6.30	2,000	Dept. of Parks.....	14,100.00	Municipal	1906	Dan Carey
		1	1	0	4	3a.m.-10p.m.	65	Dixie Boys' Club.....	3,300.00	and		
		1	0	1	1	12	75	Wesley House.....	6,400.00	private funds.		
		4	4	20	...	5 1/2 3	450	Sheltering Arms.....	3,950.00			
Macon.....	40,665	2	2	2	0	8-11; 3-9	507	Men and Religion For- ward Movement.....	1,200.00			
ILLINOIS												
Aurora.....	29,807	1	1	2	2	9	300	Joint Committee Play- ground Association.	3,730.00	Municipal funds.	1910	Florence Bernd
Bloomington.....	25,768	13*	4	10	0	8-10	600	City Council.....	400.00	Private funds..	1911	H. A. Balseky
		6	11	7	70	16	35,000	Women's Club.....	21,500.00	Municipal funds.	.....	W. H. Hunter
Chicago.....	2,185,283	5	18	19	121	16	6,552	Park Commission.....	95,000.00		1893	J. P. Petrie
		17	19	14	20	12	19,694	South Park Commission.	92,325.00			
		1	1	1	1	Summer 10 Winter 4	11,000	Lincoln Park Commission	192,307.00	Municipal funds		
Evanston.....	24,978	1	.....	.....	.....	.....	500	West Chicago Park Com.	58,400.00			Mrs. Robert B. Ennis
		1	.....	.....	.....	.....	.....	Special Park Commission	5,000.00	Private funds.	1909	
		1	.....	.....	.....	.....	.....	Small Park and Play- ground Association. Foster Field Athletic As- sociation.....	.....		1912	Mrs. Charles E. Cole
Jacksonville.....	15,326	1	1	0	0	9-8	150	Playground Association.	.....	Private funds...	.....
Ottawa.....	9,535	1	0	1	0	11	200	Women's Club and Park Commission.....	293.00	Private funds...	1911	Alice Rigden

ILLINOIS—Cont.

Pontiac.....	6,090	1	0	0	.....	100	Playground Committee.	.....	Private funds...	1912	Mrs. O. P. Bourland
Rockford.....	45,401	5	0	20	9 a.m.— 9:30 p.m.	1,500	Park District.	.....	Municipal funds	.....	H. W. Williams
Waukegan.....	16,069	1	0	1†	.....	100	Playground Committee Sesame Woman's Club	300.00	Municipal and private funds	1912	Mary L. Hutchins
INDIANA												
Columbus.....	8,813	1	0	1	7½	140	Playground Association.	188.84	Private funds...	1911	Vida Newsom	
Elkhart.....	19,282	1	1	0	1-5 p.m.	100	Public Service Board and Century Club.	500.00	Private funds...	1912	E. H. Drake	
Evansville.....	69,647	6	3	1	8-5:30	500	Playgrounds Association	31,982.75	Municipal funds	1910	J. W. Schneider	
Fort Wayne.....	63,933	5	2	6	8½	528	Park Board.	1,507.64	Municipal and private funds	1909	Mrs. Sam R. Taylor	
Indianapolis.....	233,650	8	10	8	9-12; 1-5	830	School Board.	988.22	Municipal funds	.....	H. D. Tutweiler
Jeffersonville.....	10,412	1	1	0	.....	.....	Board of Health.	10,500.00	Municipal funds	.....	.....
Logansport.....	19,050	1	1	0	9-11; 3-8	150	League.	472.76	Private funds...	1912	Rev. Allanson Bailey	
New Albany.....	20,629	1	1	0	.....	125	Coterie Club.	.....	Private funds...	1911	Emma May Ash
Richmond.....	22,324	1	1	0	8-8	100	Civic League.	.....	Private funds	.....	J. Paul Swain
South Bend.....	53,684	10	14	0	11-5 9-9	40	School Board.	340.40	Municipal funds	.....	N. C. Heironimus
.....	.....	.....	.....	.....	.....	250	Trustees of City. Park Board.	4,180.00	Municipal and private funds	1910	Richard Elbel
IOWA												
Cedar Rapids.....	32,811	4	3	2	(2)9-8 (2)9-5	700	City Council.	2,145.00	Municipal and	.....	.....
Des Moines.....	86,368	1	0	1	5	45	School Board. Woman's Club.	250.00	private funds	1910	F. I. Hokin	
Dubuque.....	38,494	2	0	4	4	.....	Jewish Settlement Asso- ciation.	140.00	Private funds...	1909	Flora Dunlap
Iowa City.....	10,091	2	1	1	9-12; 1-5	250	Hygienic Committee of Dubuque Educational Division of Women's Club.	200.00	Municipal and private funds	1910	Mary Killeen, M.D.	
.....	.....	.....	.....	.....	.....	.....	Iowa City Improvement League.	205.00	.....	.....	.....
Sioux City.....	47,828	2	.....	†	6:30 p.m.—9 9-5	.....	School Board.	800.00	Municipal and private funds	.....	Mrs. Max Mayer
.....	.....	.....	.....	.....	.....	.....	Wall Street Mission.	.....	Municipal and private funds	.....	H. L. Houghton
.....	.....	.....	.....	.....	.....	.....	Y.M.C.A. Smith's Villa.	.....	.....	.....	.....
KANSAS	.....	.....	.....	.....	.....	.....	Commissioners of Park and Public Property.	15,176.00	Municipal funds	1907	W. F. Jaques
Kansas City.....	82,331	5	0	1	8 a.m.—9 p.m.	950	Civic League.	235.00	Private funds...	.....	M. E. Moore
Leavenworth.....	19,363	1	0	1	all	30	.....	.....	.....	.....	.....

* In addition to these centers the Playground Association of Chicago conducted six play zones for street play with ten leaders. Total expense, \$3,110.00.

† Trained director for two weeks with volunteer from Women's Club.

‡ Volunteers acted as play leaders.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees		Care-takers	Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Was Established	Sources of Information
			Men	Women								
KANSAS—Cont.												
Manhattan.....	5,722	1	2	1	1	4	150	Chataqua and Park Improvement Assoc....	\$ 500.00	Private funds...	1911	William A. McKeever
Topeka.....	43,684	5	1	4	0	6	250	School Board.....	845.00	Municipal and private funds	1908	Lulu M. McKee
KENTUCKY												
Covington.....	53,270	1	1	2	1	8.30-5	300	Civic Department of Art Club.....	670.00	Municipal and private funds	.....	Kate Scudder
Lexington.....	35,099	3	2	3	0	7½	200	Playground Committee of Civic League.....	800.00	Municipal funds	1901	Mrs. Desha Breckinridge
Louisville.....	223,928	18	21	35	25	10	9,000	Board of Park Commissioners.....	21,000.00	Municipal funds	.....	John B. Castleman
LOUISIANA												
New Orleans.....	339,075	5	1	5	0	6	550	Board of Commissioners of Public Playgrounds.	4,600.00	Municipal and private funds	1909	L. di Benedetto
MAINE												
Auburn.....	15,064	2	0	2	2	9-11.45; 1.30-5 (Winter) after school and Saturday (Summer) all day 6.30-8.30 p.m	200-250	Women's Literary Union of Androsoggin County	200.00	Municipal funds	1908	Mrs. A. A. Garcelon
Kennebunk.....	3,099	1	1	0	0	.....	.....	Individual and Men's Federation.....	.....	Private funds...	1912	C. F. Hosmer
Lewiston.....	26,247	1	0	2	0	400	400	Woman's Literary Union of Androsoggin County	200.00	Municipal funds	.....	Mrs. C. H. Weymouth
Saco.....	6,583	1	0	2	0	5	100	Women's Educational and Industrial Union.	186.79	Private funds...	1910	Mrs. E. E. Blake
Westbrook.....	8,281	1	1	1	1	6	150	Individual.....	355.00	Private funds...	.....	Maurice Ross
MARYLAND												
Baltimore.....	558,485	{ 78* 28†	3 16	100 4	29 4	Varying 9-12; 1-3 3-6; 7-10 Summer 9-12; 2-9-30	12,500 2,117	Children's Playground Association..... Public Athletic League..	18,529.09 17,700.00	Municipal and private funds	1897	Mary Claire O'Brien William Burdick, M.D.

MARYLAND—Cont.

Cumberland	21,839	3	1	0	8	6	350	Playground Section Civic Club	850.00	Municipal and private funds	1910	Rev. Luther Martin
Frederick	10,411	1	1	1	...	9-12; 2-5; 6-8 (3 days a week)	30-200	Civic Club	103.86	Private funds	1911	Mrs. E. Lewis Notter
MASACHUSETTS												
Arlington	11,187	1	1	0	1	{ 1.30-6 and (Sat. a.m. Summer only	200	School Committee	1,150.00	Municipal and private funds	1909	John F. Scully
Belmont	5,542	2	1	1	1	10	125	Crosby School Ass'n. Special Committee of School Board	250.00			
Beverly	18,650	3	3	4	3	6 (Summer)	600	Park Commissioners	1,500.00	Municipal funds		Carl L. Schrader
		{ 36	23	2	47	10-5; (School year)			1,255.00	Municipal funds		Charles P. Tindley
Boston	670,585	67	71	74	24	Summer 10-5 4-5.30	3,500	Park Department	154,177.26	Municipal and private funds	1887	Francis R. North
		4†	32	32	14	7.30-9.30p.m 10-10	7,064	School Committee	33,105.37			
		7	14	21	2	Summer 10-5 School year 4-5.30	25,679	Bath Department	254,206.20			
		2	...	3	2		250	Settlement Houses	...			
Brookline	27,792	7	6	9	6	9-12; 2-5	1,200	{ Playground Commission, Park Department, and Bath Committee	6,000.00	Municipal funds	1908	J. Leonard Mason
Chicopee	25,401	4	4	4	0	9-12; 2-5	...	Playground Commission	...	Municipal funds	1910	Mrs. N. P. Ames Carter
Danvers	9,407	1	1	0	1	8	60	Improvement Society	415.00	Private funds	1910	Henry Sanborn
Easthampton	8,524	2	1	0	0	9	60	School Board	387.00	Municipal funds	1911	D. W. Cobb
Everett	33,484	2	1	2	1	6	725	Playground Commission	4,525.00	Municipal funds	1911	John F. Casey
Fall River	119,295	3	1	3	4	9.30-11.30 2.30-5 7†	1,478	Civic Club and Park Commission	600.00	Municipal and private funds	1911	Mrs. Arthur Anthony
Fitchburg	37,826	7	7	9	3		45	Committee on Playgrounds of Park Com.	2,774.75	Municipal funds		D. S. Woodworth, M.D.
Framingham	12,948	2	1	3	0	6	75	Playground and Recreation Association	320.97	Private funds	1911	E. F. Burnham
Holliston	2,711	1	0	2	5	6	1,050	Playground Association	90.00	Private funds	1911	Rev. C. E. Harrington
Holyoke	57,730	5	4	21	0	3†	1,000	Playground Commission	5,000.00	Municipal funds	1910	Mrs. James Allen
Lawrence	85,892	4	4	5	4	7	361	Playground Commission	3,174.00	Municipal and private funds	1912	A. E. Bagley
Leominster	17,680	3	4	2	0	9-5	...	Playground Association	1,200.00	Municipal and private funds	1911	Joseph A. Goodhue
Lowell	106,294	5	4	12	3	9-11; 2-4	...	Park Commission	1,000.00	Municipal and private funds	1908	Charles A. Whitte

* 33 of these are winter stations including Guilds of Play.

† 20 of these are winter centers.

‡ Evening recreation centers.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of employees		Caretakers	Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Playground Supervised Established	Sources of Information
			Men	Women								
MASSACHUSETTS—Con.												
Lynn.....	89,336	2	3	2	2	(For children) 9 (For men and boys) 12	1,920	Commissioner of Public Property	\$ 1,000.00	Municipal funds.	1909	H. H. Buxton
Manchester.....	2,673	1	1	0	1	8-5	75	School Committee.....	1,150.00	Municipal funds.	1911	Waldo H. Tyler
Melrose.....	15,715	2	2	0	0	All	100-110	Park Commission.....	500.00	Municipal funds.	1910	Melrose Park Comm.
New Bedford.....	96,652	8	25	8	8	9-11; 2-5	1,736	School Department.....	2,573.60	Municipal funds.	1910	M. P. Chase
		6	7	6	8	9-11.30; 2-5	1,398.4	Playground Commission	23,800.00			
						Tues. and Thurs.				Municipal and private funds		
Newton.....	36,806	10	10	11	0	Thurs. 1.30-4.30 Sat. 9-11.30 1.30-4.30	.....	Forest Commissioner..... Playground Association.....	3,432.00 455.00		1906	Ernst Hermann
Northampton.....	19,431	1	2	3	0	8-6	150	Park Commission.....	1,100.00	Municipal and private funds.	1909	Alfred H. Evans
Peabody.....	15,721	4	4	4	0	5	1,000	Park Commission..... City Committee and Parks and Playgrounds Association.....	4,177.22	Municipal and private funds.	1910	Joseph E. Peirson Delevara King
Pittsfield.....	32,421	4	6	10	3	9-12; 2-5	225	Playground Com. of 100 Park Commissioners.....	421.35	Municipal and private funds	1909	George E. Pfaffman
Quincy.....	32,642	{	2	3	2	7	300	Park Commissioners.....	790.00			
Salem.....	43,697	6	7	7	0	9-5	1,800	Park Commissioners.....	6,000.00	Municipal and private funds.	1906	Christian Lantz
Somerville.....	77,236	12	11	17	4	10-5	.....	Park Department and Playgrounds Ass'n.....	3,400.00	Municipal and private funds.	1909	Mrs. Mary G. Whiting John A. Whitaker A. E. Metzdorf
Southbridge.....	12,592	2	2	11	2	9-9	500	Playground Committee	1,431.95	Municipal funds.	1911	
Springfield.....	88,926	17	19	24	15	9-12; 2-5 Some until 8 p. m.	.....	Park Department.....	16,000.00	Municipal funds.	1901	
Taunton.....	34,259	1	0	2	1	9-4.30	178	School Committee.....	286.34	Municipal funds	1911	H. W. Harrub
Waltham.....	27,834	{	3	1	11	0	494	School Department.....	899.86	Municipal funds.	1903	William D. Parkinson
Watertown.....	12,875	3	4	3	3	9-11.45; 2-5	239	Park Commission.....	1,333.16		.....
		1	0	3	0	5½	.175	Park Commissioners.....	1,380.00	Municipal funds	.....	W. H. Lucas

WHAT CITIES "PLAYED" LAST YEAR AND HOW (Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees of		Caretakers	Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised and Was Established	Sources of Information
			Men	Women								
MONTANA												
Butte.....	39,165	2	3	2	1	All	300	Individual.....	\$1,600.00	Private funds....	1907	L. M. Post
NEW HAMPSHIRE												
Dover.....	13,247	1	1	6	0	2 mornings per week		Department of Woman's Club.....			1912	
Portsmouth.....	11,269	1	2	1	...	9.30-8	250	Citizen's Playground Committee.....	2,447.65	Municipal and private funds	1910	Frank E. Leavitt
NEW JERSEY												
Bayonne.....	55,545	1	1	1	...	7	100	Dept. of Playgrounds and Evening Recreations.....		Municipal funds.....		Elizabeth Frooks
Bloomfield.....	15,070	1	1	1	1	8	525	Hudson County Park Commission.....				Fred C. Hoth
		1	1	1	1	24 per week		Essex County Park Commission.....		Municipal and private funds		Zip S. Falk
		1	1	1	1	Summer 8.30-11.30 and 1-5	150	Town Improvement Association.....				
Bridgeton.....	14,209	1	1	0	0	School year 4-5.30. Saturdays all day		Johnson Reeves Playground Association.....		Private funds....	1912	Hugh L. Reeves
Camden.....	94,538	12	17	16	8	9-5	2,820	Playground Commission	9,100.00	Municipal funds	1908	F. A. Finkeldey
		1	2	2	3	6a.m. to dark	767	Board of Playground Commissioners.....	2,632.02			
East Orange.....	34,371	1	1	0	2	6a.m. to dark	197	Park and Parkways Committee of City Council.....		Municipal funds.....	1908	Lincoln E. Rowley
		1	0	1	...	8		Board of Education.....	1,117.98			
		6	0	6	...	(1)9-0; (5)1-0	532	Board of Playground Commissioners.....	1,740.00			
Elizabeth.....	73,409	3	6	10	3	4	1,281	Civic Recreation League	2,983.32	Municipal and private funds	1910	Harriet Townsend
		2	3	3	3	3			1,637.05			

New Jersey—Cont. Englewood.....	9,924	1	0	2	0	.....	Board of Education and Civic Association.....	138.00	Municipal and private funds	.....	E. C. Sherman
Glen Ridge.....	3,260	1	0	1	0	9-11.30; 2.30-5	Playground Association.	275.00	Municipal and private funds	1912	Mrs. Louis Hinrichs
Hackensack.....	14,050	2	2	2	0	5	Board of Education.	530.95	Private funds...	1912	William E. Stark
Hoboken.....	70,324	{	1	1	1	9; also 8-10 p.m. Winter 9	Board of Playgroud Commissioners.	3,224.00	Municipal funds	1909	Robert Rieser Fred. C. Hoth
Jersey City.....	267,779	{	2	.....	.....	4	Hudson County Park Commission.....	.....	.....	.....	.....
		{	1	2	0	.....	Shade Tree Commission	.....	.....	.....	.....
		{	1	.....	.....	9	Board of Finance.....	.....	.....	.....	.....
		{	1	2	0	.....	Hudson County Park Commission.....	.....	Municipal and private funds	.....	Ethel M. Springer Fred. C. Hoth
		{	7	.....	.....	.....	Board of Education.....	.....	.....	.....	.....
Kearney.....	18,659	3	3	0	2	{ 8-6; one evening 7-9	Playground Commission of Civic Dept. of Thurs- day Morning Club	11,310.05	Municipal funds	1911	Louis K. Comins
Madison.....	4,659	1	0	2	1	4	Essex County Park Com- mission and Chestnut Street School.....	489.86	Municipal and private funds	1908	Mrs. Chas. G. Davis
Montclair.....	21,550	{	1	2	5	1	205	880.22	Municipal and private funds	1902	Annie T. Washburn
Morristown.....	12,507	{	1	1	2	0	150	415.00	.....	.....	.....
		{	1	0	1	0	68	.....	.....	.....	.....
		{	20	59	96	0	1-5 p.m.	99.68	Private funds...	1910	Sophie B. Poor
Newark.....	347,469	{	9	25	8	10	8.30-12.30Sat 8a.m.-10p.m.	31,480.63	Municipal funds	1907	Randall D. Warden Philip A. Gifford
		{	1†	1	1	1	2-5.30 (Sat.) 9-5.30	32,830.54	.....	.....	.....
		{	3	1	3	0	9-12; 2-5	73,400.00	Municipal and private funds	1906	S. Fred Wright
Orange.....	29,630	{	1	0	1	1	9-12; 1-6	900.00	.....	.....	.....
		{	1	.....	.....	.....	75	.....	.....	.....	.....
		{	1	.....	.....	.....	1,521	.....	.....	.....	.....
Passaic.....	54,773	{	5	7	7	2	9.30-11.30; 1.30-5.30	3,000.00	Municipal funds.	1908	George H. Dalrymple
Paterson.....	125,600	2	1	1	.....	.....	Board of Playgroud Commissioners.....	550.00	Municipal funds.	1912	W. L. Kinkaid
Perth Amboy.....	32,122	4	3	5	3	3	284	1,486.95	Municipal funds.	1912	Frederick D. Eichbauer
Plainfield.....	20,500	5	1	5	5	5	360	2,000.00	Municipal funds.	1910	H. E. Parker
		{	1	.....	.....	.....	849	.....	.....	.....	.....
		{	1	.....	.....	.....	.....	.....	.....	.....	.....

* Assisted by volunteers under supervision of paid worker.
† This center opened Oct. 19, 1912.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees		Caretakers	Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Played Was Established	Sources of Information
			Men	Women								
New Jersey—Cont.												
Red Bank.....	7,398	2	2	0	0	9-11:30; 2-5	100	Playground Association.	\$ 90.00	Private funds...	1912	Alfred B. Wilson
Rutherford.....	7,045	2	2	2	0	5	211.77	Board of Education and Public Playground Association	505.04	Municipal and private funds..	1910	Lily A. Wolf
Summit.....	7,500	1	2	1	0	.....	.....	{ Playground Committee of Town Improvement Association..	.....	.....	.....	.....
Trenton.....	96,815	1	0	2	1	5½	422	North Summit Settlement Park Commission.....	816.00	Private funds }	1910	Mrs. Thos. B. Adams
		8	38	3	.....	4	3,884	.....	4,000.00	Municipal and private funds..	1910	William F. Burk
New York												
Albany.....	100,253	6	4	9	6	6	1,200	Board of Education and Albany Mothers' Club	1,000.00	Municipal and private funds..	.....	.....
Amsterdam.....	31,267	8	7	6	1	9-5	425	Playground Association.	1,560.00	Private funds..	1899	M. Van Der Wart
Auburn.....	34,668	5	6	1	0	.....	.....	Park Commission.....	7,394.06	Municipal funds.	.....	H. T. Morrow
Brockport.....	3,579	1	1	1	0	2-5; 6:30-8	180	Daughters of American Revolution.....	183.00	Private funds...	1910	A. P. Hemans
		13*	15	13	14	{ 8 a.m. to sunset lighted grounds until 10:30 9-11 a.m.	7,209	Playground Commission	118,237.44	Municipal funds.	1900	Fred. A. Belland
Buffalo.....	423,715											Charles W. Diicher
Cuba.....	1,556	1	0	1	0	.....	20	Individual.....	18.49	Private funds...	1911	Mildred Sisson
Dobbs Ferry.....	3,455	1	1	1	1	.....	.....	Individual.....	250.00	Private funds...	1909	Mrs. F. Q. Brown
Elmira.....	37,176	1	0	2	1	8	100	Y. M. C. A.....	155.00	Private funds.	1910	John H. Irons
Hudson Falls.....	5,189	1	0	1	0	9	35	Social Service League...	.....	Private funds.	.....	.....
Johnstown.....	10,447	1	0	2	2	4	96	Woman's Civic League.	286.25	Private funds..	1912	Frances A. Tefft
Lackawanna.....	14,549	4	1	4	1	All	400	Playground Committee.	500.00	Private funds...	1912	Edward Monahan
		2	1	1	1	9-5	80	Lackawanna Social Centre.....	860.00	Private funds..	.....	.....
Mt. Vernon.....	30,919	3	0	6	3	9-12; 1-5	390	Board of Education.....	1,200.00	Municipal funds	1909	Belle Mead
Newburgh.....	27,805	2	0	3	2	8	200	Mother's Council.....	760.00	Municipal and private funds..	.....	E. C. Broome
												Mrs. R. B. Ludlow

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained		Number of Employees Exclusive of Caretakers		Caretakers	Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Playground Was Supervised	Sources of Information
		Men	Women	Men	Women								
New York—Cont.													
Syracuse.....	137,249	4	3	2	7	8	6	1,150	Park Commission.....	\$6,602.26	Municipal funds	1907	J. G. Burnham
Troy.....	76,813	1	1	0	6	4	1-5.30	1,150	Woman's Civic League, North Troy Playground Association.....	713.96	Municipal and private funds	.....	Mrs. F. W. Thomas
Utica.....	74,419	3	3	4	14	3	8	594	Park Board.....	12,156.86	Municipal and private funds	1903	W. H. Morton
Watertown.....	26,730	2	2	2	2	0	10-5	250	Municipal Improvement League.....	451.10	Private funds...	1908	Gertrude W. Knowlton
Watervliet.....	15,074	1	1	0	2	1	1-6	250	City Improvement	250.00	Private funds...	1908	Mrs. C. H. Brennan
White Plains.....	15,149	2	2	0	4	0	7	93	Playground Committee.	516.37	Municipal and private funds	1911	Mrs. Hastings H. Hart
Yonkers.....	79,803	1	1	0	1	2	4	.....	City.....	.....	Municipal funds	1912	Florence J. Parsons
NORTH DAKOTA													
Fossenden.....	1,050	1	1	1	0	0	{ 9-11.45 3-6; 7.30-9	50	Playground Association.	275.35	Private funds...	1910	Mrs. H. Lyness
Ohio													
Akron.....	69,069	5	5	5	0	0	8-6	2,500	Public Playground Com- mittee.....	4,000.00	Municipal and private funds	1910	Mrs. J. F. Barnhart
Canton.....	50,217	3	3	3	3	5	7	400	Park and Playground Association.....	.....	.....	.....	Mrs. Norman T. Krause
Cincinnati.....	363,591	9	8	8	8	0	8	6,650	Board of Park Commis- sioners.....	500.00	Private funds...	.....	N. C. Seuss
Cleveland.....	560,663	16	16	16	16	5	8-5	.....	Park Department.....	18,382.75	Municipal funds	1910	Fred C. Alber
		20	21	21	2	2	8.30-11.30-1-5	.....	Board of Education.....	9,236.98	Municipal and private funds	1900	W. F. Hennessy
		1	3	3	2	0	8.30-11.30	1,072	Hiram House.....	3,339.00	.....	.....	.....
		1	1	1	2	0	2.30-5.30; 7-9	750	Alta Social Settlement.....	650.00	.....	.....	.....
Columbus.....	181,511	23*	32	32	36	0	Summer 7 Winter 2	2,274	Dept. of Public Recrea- tion.....	15,000.00	Municipal funds	.....	R. S. Wambold
		8†	9	9	8	0	8-12; 2-5	883	Playgrounds and Garden Association.....	3,200.00	Municipal and private funds	.....	T. H. Marshall
Dayton.....	116,577	2	2	2	2	2	8.30 a.m.— 9 p.m.	610	Board of Park Commis- sioners.....	5,800.00	.....	1910	Elmer H. Gross

OHIO—Cont.

East Liverpool.....	20,387	2	1	1	2	8	Playground Association.	1,317.50	Private funds.	1910	Mrs. Jason H. Brookes
Fremont.....	9,939	1	1	0	0	1-5	City Federation.....	300.00	Private funds.	1912	Mrs. G. Zimmerman
Hamilton.....	35,279	1	1	0	1	9-9	Y. M. C. A.....	568.00	Private funds.	.....	A. K. Morris
Lakewood.....	15,181	4	5	0	6	6	School Board.....	1,300.00	Municipal and private funds.	1912	Louis W. Siegrist
Lorain.....	28,883	1	1	1	1	Summer—all day After Sept. 1 10.45-10; 3-5; 12	National Tube Co.....	3,454.76	Municipal and private funds.	.....	Annie L. Baker
Portsmouth.....	23,481	1	0	2	1	1.30-5	Federation of Women's Clubs.....	2,550.00	Private funds.	.....	Mrs. Sam. Horchow
Springfield.....	46,921	7	5	7	6	1.30-5	Playground Association.	1,350.68	Municipal and private funds.	.....	B. B. McIntire
Tiffin.....	11,894	2	2	0	2	8 a.m.-11 p.m.	Individual.....	2,500.00	Private funds.	1909	Mrs. Sam. B. Sneath
Toledo.....	168,497	16	16	0	0	8-12; 4-8	Playground Association.	6,981.00	Municipal funds.	1902	John T. Murphy, M.D.
Youngstown.....	79,086	7	7	7	0	8-4	Park Board.....	4,365.00	Municipal and private funds	1910	A. L. Button
Zanesville.....	28,026	1	0	2	0	8-6, 30 { 8.30-11.30; 1-5	Federated Clubs of Zanesville.....	18,000.00	private funds	.....	Bruce W. Uish
OKLAHOMA											
Muskogee.....	25,278	3	1	0	2	8 a.m.-10.30 p.m.	Playground Association.	.....	Private funds.	1911	C. H. Fenstermacher
OREGON											
Portland.....	207,214	8	10	8	20	8	Park Board.....	20,000.00	Municipal funds.	1906	E. T. Mische
Salem.....	14,094	1	1	2	1	1-8	Playground Association.	478.00	Private funds.	1912	P. J. Kuntz
PENNSYLVANIA											
Allentown.....	51,913	1	0	1	1	3	Park Commission.	2,800.00	Municipal funds.	1912	Percy B. Ruhe
Ardmore.....	3,650	1	0	2	1	8	Joint Playground Association of Lower Merion Township.....	290.00	Municipal and private funds.	1911	Mrs. H. C. Nicholson
Beaver Falls.....	12,191	2	3	1	2	.....	Board of Education.....	1,050.00	Municipal and private funds	1912	Clyde C. Green
Braddock.....	19,357	3	0	12	0	3	Chamber of Commerce.	3,100.00	private funds	.....	Mrs. W. T. Morgan
Chester.....	38,537	6	0	13	5	5½	Woman's Club.....	600.00	Municipal and private funds.	1908	Elizabeth L. Cochrane
Corry.....	5,991	1	0	1	0	2-5.30	Playgrounds Association	1,954.00	Municipal and private funds.	1910	Mrs. C. E. Woodward
Du Bois.....	12,623	1	1	0	1	5	New Era Club of Presbyterian Church.....	33.50	Private funds.	1912	W. J. Graef
Duquesne.....	15,727	1	2	12	1	9-6	Y. M. C. A.....	.....	Private funds.	.....	J. S. Edmondson
							Playgrounds Committee Board of Trade.....	602.04	Private funds.	1910	

* Eight of these are winter centers.
 † In addition 1,700 gardens are conducted.
 ‡ Regular volunteer supervision by committee of young women.
 § Regular volunteer supervision through organized committees.

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained	Number of Employees of Caretakers		Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Playground Was Supervised	Sources of Information
			Men	Women							
PENNSYLVANIA—Cont.											
Easton.....	28,523	2	0	3	9-5.30	570	Parks and Playgrounds Com. City Council....	\$5,377.90	Municipal and private funds.	1912	Mrs. J. A. Griffith
Erie.....	66,525	3	3	2	6	150	Board of School Directors Playgrounds and Civic Association.....	860.70	Municipal funds.	1909	W. J. Flynn
Greensburg.....	13,012	3	0	3	.....	.....	.....	1,218.36	Private funds.	1911	.....
Harrisburg.....	64,168	13	13	9	8	2,765	Park Commission.....	3,853.10	Municipal and private funds.	.....	J. K. Staples
Hazleton.....	25,452	1*	1	1	.....	.....	Playground Association.	.....	Private funds.	1909	Mrs. John J. Kelley
Homestead.....	18,713	1	0	5	9-12	229	Playground Association.	246.57	Municipal and private funds.	1908	Mrs. L. C. Martin
Johnstown.....	55,482	10	1	0	2	.....	Recreation Commission.	1,400.00	Private and municipal funds.	.....	.....
Lancaster.....	47,227	5	0	1	11	114	Civic Club.....	775.00	Municipal funds.	1910	Tom Nokes
Lewistown.....	8,166	1	1	0	9-12; 2-6	600	Park Commission.....	2,000.00	Municipal and private funds.	1909	C. B. Hollinger
Lockhaven.....	7,772	1	1	1	9-12; 2-5; 6-8	95	Playground Association.	380.00	Private funds.	1912	Edgar W. Burchfield
Meadville.....	12,780	3	3	2	12.30-3.30	400	Playground Committee.	430.00	Private funds.	.....	Edward S. Ling
New Castle.....	36,280	1	1	0	7-9.30	.....	Winter Work Committee of Social Center Ass'n.	936.15	Private and municipal funds.	1908	W. A. Elliott
New Kensington.....	7,707	1	1	1	.....	1,331	Playground Association.	2,200.00	Municipal and private funds.	1910	A. B. McCormick
Philadelphia.....	1,549,008	14	18	27	8-6; 8-9.30; 9.15-6.15; 1-2.30	7,663	Board of Recreation.....	1,200.00	Municipal funds.	1912	J. E. Herschberger
Pittsburgh.....	533,905	36†	100	136	9 a.m.-10 p.m.	17,408	Board of Education.....	73,122.30	Municipal funds.	1895	William D. Champlin
Pittsburgh, N. S. }		38	58	46	3-6	11,651	Pittsburgh Playground Association.....	37,872.00	Municipal and private funds.	1896	William A. Stecher
Rankin.....	6,042	1	0	2	.....	7,000	Playground and Vacation School Association of Allegheny.....	81,389.62	Municipal and private funds.	.....	Reulah Kennard Mrs. John Cowley
						100	Board of Education.	26,500.00	Municipal funds.	.....	R. S. Renfield
								360.00	Municipal funds.	.....

WHAT CITIES "PLAYED" LAST YEAR AND HOW—(Continued)

STATE AND CITY	Population	Number of Centers Maintained		Number of Employees of Caretakers		Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Playground Was Supervised	Sources of Information
		Men	Women	Men	Women							
TEXAS												
Dallas	92,104	1	1	1	1	.....	471	Playground Committee of Park Board, Playgrounds Association and Mother's Club.	.....	Municipal funds	1909	E. A. Werner
Waco	26,425	1	3	0	0	All	306	Evangelia Settlement.	.....	Private funds	1905	Margaret Van Fleet
UTAH												
Murray	4,057	1	0	1	0	3	40	Woman's Club.	.....	Private funds	1911	Olivia H. McHugh
Ogden	25,580	2	2	0	2	12	800	Board of Park Commissioners.	7,500.00	Municipal funds	1909	J. M. Mills
Salt Lake City	92,777	2	2	4	2	9-6	1,000	Playground Association.	1,418.71	Municipal and private funds	1910	Kate Williams
VERMONT												
Barre	10,734	1	1	1	0	8	50	Ladies Civic Federation	144.00	Private funds	1911	E. M. Roscoe
Bennington	6,211	1	0	1	0	5	112	Civic League.	239.50	Municipal and private funds	1910	Hilda Pratt
Bristolboro	7,541	1	0	2	1	3	26	Woman's Club.	97.11	Private funds	1900	Mary F. Fitts
Montpelier	7,856	1	0	1	0	6	.....	Educational Department, Woman's Club.	.....	Private funds	1912	Mrs. F. Blanchard
St. Albans	6,331	1*	1	1	1	9 a.m.-10.30 p.m.	90	Individual.	.....	Private funds	1912	William P. Jackson
VIRGINIA												
Lynchburg	29,494	1	5	0	0	9-9	200-600	Y. M. C. A.	27,400.00	Private funds	1912	H. C. Snead
Richmond	127,628	11	0	11	2	9-1; 4-7	900	Sub-committee on Playgrounds of Committee on Groves and Buildings of City Council.	.....	Municipal funds	1904	Harvey E. Atchinson
Roanoke	34,874	1	0	1	0	9-11; 4-7	80	Woman's Civic Betterment Club.	178.00	Private funds	1912	Mrs. E. Rosenbaum
WASHINGTON												
Everett	24,814	1	2	0	1	8.30 a.m.-9 p.m.	150	Board of Education.	3,500.00	Private funds	.....	D. B. McIlravy
Seattle	237,194	12	14	12	21	12	4,199	Board of Park Commissioners.	253,163.36	Municipal funds	1908	J. H. Stine

WASHINGTON—Cont.

Tacoma.....	83,743	{ 1	2	2	2	10-9	536	Recreation Commission.	1,965.47	Municipal an	1910	H. H. Garretson
Tappenhish.....	1,598	1	2	0	3	9-6	.....	Board of Education.	21,453.26	private funds	1911	E. H. Robinson
Walla Walla.....	19,364	2	1	2	2	1-5	.....	School Board.	275.00	Municipal funds	1909	Grace Isaacs
		1	0	1	0	Afternoons & all day Sat.	60	{ Woman's Park Club and Park Comm.				
West Virginia												
Wheeling.....	41,641	4	5	4	0	6	1,500	Playground Association.	2,500.00	Private funds...	1909	J. C. McKinley
Wisconsin												
La Crosse.....	30,417	3	4	1	0	5½	342	Board of Park Commissioners	846.52	Municipal funds	1911	J. H. Forrer
Madison.....	25,531	7	5	2	0	9-12; 2-6	533	Board of Education.	1,800.00	Municipal funds	.....	.....
Menomonee.....	5,036	2	1	0	0	9-12; 2-5	65	Teachers' and Parents' Association.....	220.00	Private funds...	1912	G. L. Bowman
Milwaukee.....	373,857	14†	22	24	0	(Player's), 9-9 (Social Centers) 4-9-30	300	School Board in cooperation with other Boards	25,000.00	Municipal funds	1912	H. O. Berg
Racine.....	38,002	2	3	4	1	13‡	.....	Park Commission.....	.....	Municipal funds	1907	A. A. Fisk
Canada												
Amherst, N. S.....	4,963	2†	2	3	0	9-9	447	School Extension Committee and Men's Church Federation.	479.68	Private funds.....	.....	John Bradford
Montreal.....	406,197	{ 4	2	13	1	(1) 10; (3) 3	761	Parks and Playgrounds Association.....	3,691.54	Private and municipal funds	1903	Edith I. Watt J. N. Perrault
		{ 3	0	3	3	9-11.30;	178	Catholic School Board.	400.00			
		{ 1	1	1	0	1.30-5	150	Local Council of Women	540.35			
Ottawa.....	86,340	{ 1	0	1	0	12.30-3.30	50	Unitarian Church.	.....	Private funds.	1912	Mrs. J. W. Garrett
		{ 1	0	1	0	1.30-5	70	Settlement.....	.....		
		{ 3	0	6	3	9-5.30	700	Orphanage.....	1,100.00	Municipal and private funds..	1906	A. M. Belding
St. John, N. B.....	42,363	{ 5	5	4	0	6½	500	School Board.....	5,600.00	Municipal	1912	G. S. Maxwell
		{ 1	1	1	1	7	1,000	Park Board.	3,750.00	funds.....		
Vancouver, B. C.....	100,333	{ 2	1	1	2	10 a.m.-9 p.m.	300	Parks and Playgrounds Committee City Council.....	845.00	Municipal funds	1912	John Dilworth
Victoria, B. C.....	31,620											

* Recreation Club for young men and boys.

† Of these 9 are playgrounds, 5 social centers.

‡ In addition 4 churches and one school gymnasium are used in the winter as social centers.

WHAT SMALL COMMUNITIES ARE DOING*

STATE AND CITY	Population	Number of Centers Maintained		Number of Employees of Caretakers		Hours Open Under Supervision	Average Daily Attendance July and August	Managing Authorities	Total Expenditures	Sources of Support	Year First Supervised Playground Was Established	Sources of Information
		Men	Women	Men	Women							
CALIFORNIA												
Chico.....	3,750	10	3	7	10	.....	.....	Board of Education.....	\$1,000.00	Municipal funds	1910	Charles H. Camper
Kentfield.....	130	1	0	1	0	.....	.....	Tamalpais Center Woman's Club.....	.....	Private funds	1910	Jessie Hanna
MAINE												
Kennebunk.....	3,099	1	1	0	0	(Winter) of- ter school & Saturdays (Summer) all day, 6.30- 8.30 p.m.	.....	{ Individual and Men's Federation.....	.....	Private funds	1912	C. F. Hosmer
MASSACHUSETTS												
Holliston.....	2,711	1	0	2	0	6	75	Playground Association.	90.00	Private funds	1911	Rev. C. E. Harrington
Manchester.....	2,673	1	1	0	1	8-5	75	School Committee.....	1,150.00	Municipal funds	1911	Waldo H. Fyler
Wayland.....	2,206	2	1	0	0	.....	.....	Park and Playground Association.....	337.60	Private funds	1911	Mrs. Jane N. Moore
NEW JERSEY												
Glen Ridge.....	3,260	1	0	1	0	9-11.30 2.30-5	100	Playground Association	275.00	Municipal and private funds	1912	Mrs. Louis Hinrichs
Madison.....	4,659	1	0	2	1	4	70	Playground Committee of Civic Dept. of Thurs. Morning Club.....	489.86	Municipal and private funds	1908	Mrs. Charles G. Davis
NEW YORK												
Brookport.....	3,579	1	1	1	0	2-5; 6.30-8	150	Daughters of American Revolution.....	133.00	Private funds	1910	Fred. A. Belland
Cuba.....	1,556	1	0	1	0	9-11 a.m.	20	Individual.....	18.49	Private funds	1911	Mildred Sisson
Dobbs Ferry.....	3,455	1	1	1	.....	3.30-6; 7-10 Saturdays	.....	{ Executive Committee, Crusaders Hall.....	250.00	Private funds	1909	Mrs. F. Q. Brown
Philmont.....	1,813	1	0	1	1	9-12; 1.30-6 7-10	200	Mashashimuet Park and Social Center	.....	Private funds	1910	Clara N. Harder
Sag Harbor.....	3,408	1	2	1	2	8 a.m.-10 p.m.	.....	.....	8,617.95	Private funds	1909	R. K. Atkinson

SALARIES OF RECREATION WORKERS IN AMERICAN CITIES *
TABLE I.—FOR CITIES OF 100,000 POPULATION OR OVER

Recreation Secretary			Supervisors			Directors			Play Leaders			Assistants		
Salary	Number of Months Em-ployed	Hours of Service Each Day	Salary	Number of Months Em-ployed	Hours of Service Each Day	Salary	Number of Months Em-ployed	Hours of Service Each Day	Salary	Number of Months Em-ployed	Hours of Service Each Day	Salary	Number of Months Em-ployed	Hours of Service Each Day
3500	12	5½	\$75 per mo. 1000-1550	10	42 per wk.	\$50 per mo. 500-1000	10	5½	\$50 per mo. 1.50-2.75 per day	10	5½	\$40 per mo. 50-60 per mo.	10	5½
1200	12	9	1200	12	8	1020	12	8	60 per mo.	12	6	65 per mo.	4	3
1500	12	8	2400-4200	12	8	85-125 per mo.	12	8-10	75-110 per mo.	12	6	60-85 per mo.	6	8
5000	12	8+	75-150 per mo.	12	8	40-80 per mo.	12	8	1.50 per day	12	6	60-85 per mo.	4-12	6-10
			50 per wk.	11 wks.	9½	2 per mo.	11 wks.	7	1.50 per day	10 wks.	2½	2 per day	3	6
2000	12	8	100 per mo.	12	8	1200	12	9	60 per mo.	6	7	50 per mo.	2	7
1200	12	7	70 per mo.	12	8	55 per mo.	3	7	50 per mo.	3	7	30 per mo.	2½	7
			1200	12	9	10 per mo.	2½	7½ per wk.	7½ per wk.	2½	6	65 per mo.	12	6
			30 per wk.	2	8	10 per wk.	2	7	2 per day	2	6	60 per mo.	12	6
			2500	12	8	3 per day	2	6	2 per day	2	6	2 per day	2	6
			25 per wk.	2½	8	10-15 per wk.	2½	6	2 per day	2	6	2 per day	2	6
2200	12	8	60 per mo.	2-4	9	60 per mo.	2-4	9	60 per mo.	2-4	9	60 per mo.	4	8
			900	12	8	100 per mo.	4	8	2 per day	2-3	2½	80 per mo.	4	8
			900	12	6-8	95-100 per mo.	4	6-8	2 per day	2-3	2½	0.60 per hr.	12	3½
2400	12	8	135 per mo.	12	8	per mo.	12	6½	2 per day	2-3	2½	50-60 per mo.	2	6
			50 per mo.	2	3	12-35 per mo.	2	4	2 per day	2-3	2½	24 per mo.	2	6
			3200	12	All	60-70 per mo.	2½	5½	24 per mo.	2	6	24 per mo.	2	6
160 per mo.	2	6	75 per mo.	2	6	40 per mo.	6	10	24 per mo.	2	6	24 per mo.	2	6
2500	12	8	3000	12	9	40 per mo.	2	6	2 per day	12	7	2-3 per day	12	6
			3000	12	9	3000	12	9	3-4 per day	12	6	2-3 per day	12	6

Salary	12	9½	1750	12	8	4 persons	{ Some 2 Some 8 }	2½-4½	2½ per day	{ Some 2 Some 8 }	2½-4½	1.75 per day	{ Some 2 Some 8 }	2½-4½
2400	12	12	100 per mo.	2	7	2½ per day 1300	12	8	2½ per day	2	4-9			
2600	12	12	225 per mo.	2	4	900	12	10	per day	3	4-10	600	12	8
1000	12	8	240	12	6	3½ per day	7 wks.	4	25 per mo.	7 wks.	4	1½ per day	7 wks.	4
2400	12	8	50-100	2	6½	900-1500	12	6	600-900	12	5	480-600	12	5
3000	12	All	per mo.	2	Indefinite	1200-1400	12	8-9	960	10-12	8-9	780	8-12	8-9
3500	12		1400-2100	12	38 per wk.	1800-2000	12	38 per wk.	700-1400	12	38 per wk.	40 per mo.	10	15-20 per wk
			per mo.			65-75	4	8						
			30 per mo.	3		15-20	3	7						
			per wk.	12			12	8	10-15		8			
1800	12	8	100 per mo.	3	8	75 per mo.	6-12	8	14 per wk.	12	8	40 per mo.	3	4
			1200	12	9	500-700	11	Sum'r 11 Wint'r 5½	45-65	3	7½			
1800	12	8	1200	12	8	900	12	8	per mo.			600	12	6
			1500	12	All	45-60	2-3	7				50 per mo.	3	5
			70 per mo.	3	7		2-3					40 per mo.	2-3	7
			1500	12	8-14	per mo.	12	8	75 per mo.	6-8	8	65 per mo.	4-6; 12	8
			3 per day			2 per day,		Sum'r 6	Sum'r 1.50		Sum'r 6;	1 per day,		Sum'r 6;
			Summer			Summer		Spring	per day	7	Spring and	Summer		Spring
			1.50 after			1 per day		and Fall	after school		Fall 1½	0.60 after		and Fall
			school ses-			after school		1½	hours 0.75			school ses-		1½
			sion			session		6				sion		6
			150 per mo.	2	6	14-25	2½		per wk.			14 per wk	2½	
1750	10	8+	1200	2		65 per mo.	10	8	2.25 per day	2	8	40-60	3-10	8
1800	12	8-18				per mo.	2	5	40-60	10	8	per mo.	2	5
						50-60	2		per mo.	2		35-40	2	
						per mo.	2	8	60 per mo.	3	3	per mo.		
						80 per mo.	2							

* Unless otherwise stated the amounts given refer to a year's salary.

SALARIES OF RECREATION WORKERS IN AMERICAN CITIES—(Cont.)

Recreation Secretary			Supervisors			Directors			Play Leaders			Assistants		
Salary	Number of Months Em- ployed	Hours of Service Each Day	Salary	Number of Months Em- ployed	Hours of Service Each Day	Salary	Number of Months Em- ployed	Hours of Service Each Day	Salary	Number of Months Em- ployed	Hours of Service Each Day	Salary	Number of Months Em- ployed	Hours of Service Each Day
.....	\$75 per mo.	3	5½	\$100 per mo.	3	10	.....	.....	.....	.....	3	8
.....	50-55 per mo.	3	5½	50-55 per mo.	3	5½	.....	.....	.....	.....	3	5½
.....	40 per mo.	2	7½	40 per mo.	2	.....	.....	.....	.....	.....	2	.....
.....	200 per mo.	3	.....	75 per mo.	3	8	.....	.....	.....	.....	2	.....
.....	1500	12	7	75 per mo.	5-6	7	\$35 per mo.	3	8	.....	.....	.....
.....	1400	12	6	100 per mo.	4	5	.....	.....	.....	.....	.....	.....
.....	20 per wk.	2	8	100 per mo.	2½	6	.....	.....	.....	.....	.....	.....
.....	100 per mo.	2	5-7	8-14 per wk.	2	5-7	60 per mo.	.....	.....	.....	.....	.....
.....	40-50 per mo.	2	5-6	.....	.....	.....	.....	.....	.....
\$125 per mo.	2	.....	60 per mo.	2	5½	50 per mo.	3	10	.....	.....	.....	.....	.....	.....
.....	35-45 per mo.	2	5	50 per mo.	2	.....	.....	.....	.....	.....	.....	.....
.....	50 per wk.	1½	.....	3-5 per day	1½	7	2-2.50 per day	1½	7	.....	1½	7
.....	18 per wk.	.....	.....	10½ per wk.	.....	.....	.....	.....	.....	.....	.....	.....
1200	12	10	300 per year	10	14 per wk.	2-3 per day	12	6	.....	12	6	.....	12	½ day
.....	45 per mo.	4	(part time)	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	100 per mo.	2	8	100 per mo.	2	8	60 per mo.	2	8	.....	.....	.....
.....	30-50 for season	2	4½	3 per wk.	2	4	.....	.....	.....	.....	.....	.....
.....	100 per mo.	12	6	50 per mo.	2	6	.....	.....	.....	.....	.....	.....
.....	100 per mo.	2	All	1500	12	8-10	.....	.....	.....	.....	.....	.....
.....	15 per wk.	2-9 wks.	5	8.34 per wk.	2	5	.....	.....	.....
.....	30-50	1-2	6-6	.....	.....	.....	.....	.....	.....
.....	40 per mo.	2	3	per mo.	2	7	40 per mo.	2	7	.....	2	7
.....	110 per mo.	2	7	60 per mo.	2	7	.....	.....	.....	.....	2	7
.....	60 per mo.	6	.....	15 per wk.	2	.....	.....	.....	.....	.....	2	.....

SALARIES OF RECREATION WORKERS IN AMERICAN CITIES—(Cont.)

SALARIES OF RECREATION WORKERS IN AMERICAN CITIES—(Cont.)

Recreation Secretary			Supervisors			Directors			Play Leaders			Assistants		
Salary	Number Months Employed	Hours of Service Each Day	Salary	Number Months Employed	Hours of Service Each Day	Salary	Number Months Employed	Hours of Service Each Day	Salary	Number Months Employed	Hours of Service Each Day	Salary	Number Months Employed	Hours of Service Each Day
			\$100 per mo.	5	10	\$1 per day	3	4						
						15 per wk.	2	6	\$50 per mo.	2	5	\$7 per wk.	2	6
						80 per mo.	2	5	50 per mo.	1½	3	1 per day	2	2½
			65 per season	1½	3	35 per season	1½	3	35 per season	1½	3	20-25 per season	1½	3
			75 per mo.	2	6	25 per mo.	2	4				40 per mo.	2	6
			75 per mo.	3	8	83+per mo.	3	8						
			60-65 per mo.	3-3½	7	60-65 per mo.	3-3½	7						
			80 per mo.	3	7-8	50-75 per mo.	2	6	50 per mo.	2	6			
						80 per mo.	1	6½						
						40 per mo.	4	6				30 per mo.	4	5
						75 per mo.	3½	6						
									40-50 per mo.	3	4			
			125 per mo.	2	8-10	60 per mo.	2	6	60-70 per mo.	1½-2	8-10			
						22.50 per wk.	10		25 per mo.	2	½ day			
						75 per mo.	3	6	75 per mo.	1½	6			
			100 per mo.	2	6	10 per wk.	2	6	40 per mo.	2	6	30 per mo.	2	6
			16 per wk.	2	6	75 per mo.	2	6				8 per wk.	2	6
						40 per mo.	2	6				8 per wk.	2	6
						50 per mo.	5	10				32 per mo.	2	9
			300 per season	2½	7	150-180 per season	2½	6½				10 per wk.	2½	6
									40 and 50 per mo.	2				

YEAR BOOK

Other cities have given information regarding the salaries of their recreation workers which it has been impossible to tabulate.

One large city reports that the work of recreation secretary is being done in connection with the school and park playgrounds by one of the assistant directors of Physical Education, who receives \$2,400 for this work in addition to his duties as Physical Director in the schools. This same city gives the following additional information regarding its evening recreation centers:

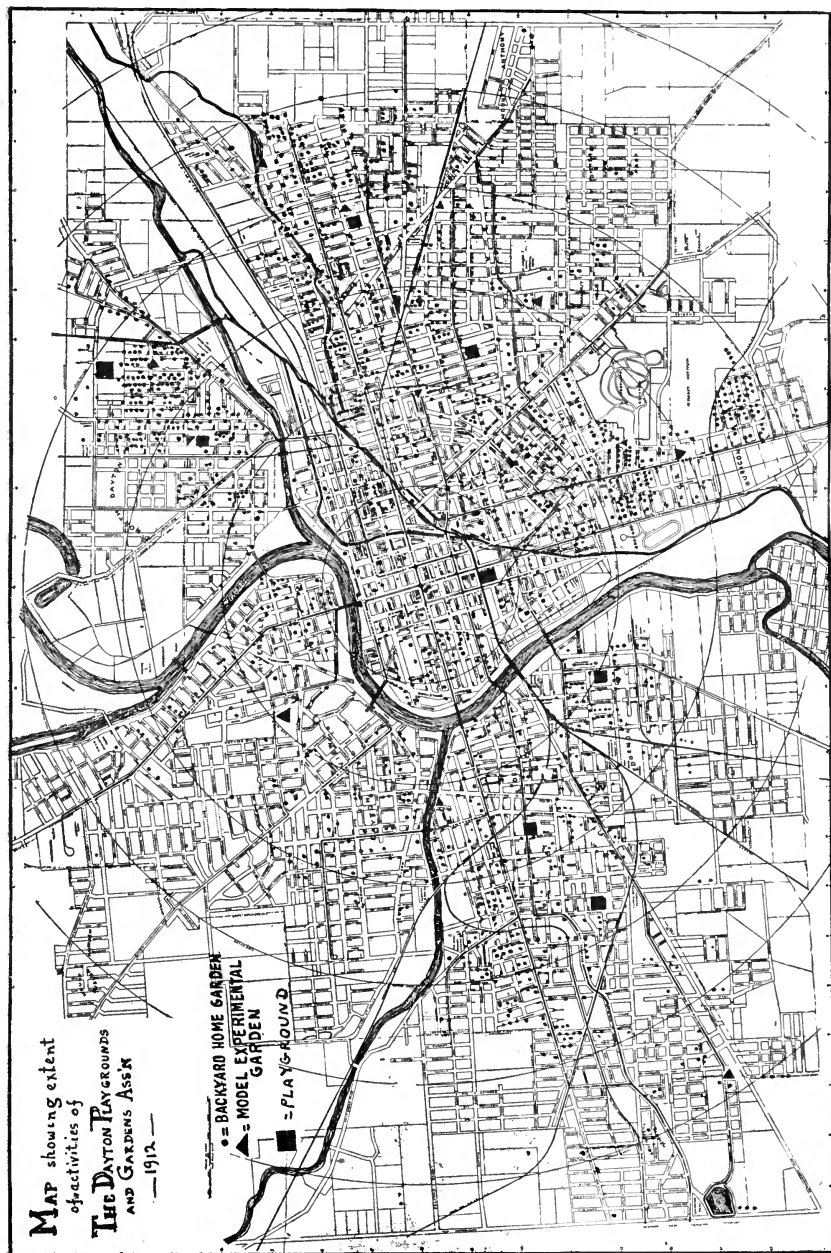
Manager of separate evening recreation centers . . .	\$6 per evening		
Conductors of music	4	“	“
Leaders of clubs	3	“	“
Special leaders	2	“	“
Librarians	2	“	“
Assistant Librarian	1	“	“
Pianist	2	“	“
Clerks	1	“	“
Helpers	1	“	“

Another large city reports Public Schools Athletic League financed and controlled by the Board of Education. A supervisor is employed at \$125 a month, two assistants at \$50.

In a smaller city playground work is under the management of the public schools, the teachers being employed on a twelve months' basis to act as supervisors and directors.

PLAN TO HELP RECREATION OFFICIALS SECURE WORKERS, WORKERS SECURE POSITIONS

The Playground and Recreation Association of America will pursue the following plan during the year 1913, in an effort to bring together recreational workers and those in need of their services: any one qualified to undertake recreation work during the summer or throughout the year, should send an application to the office of the Association. Blanks for this purpose will be sent on request. This year, as last, lists of applicants for positions, with a brief statement of their training, experience and references, will be printed in THE PLAYGROUND, the first list appearing in the March issue. The charge for each insertion will be five cents for each word or initial, including the address. THE PLAYGROUND containing these lists will be sent to recreation officials throughout the country who have charge of the employment of recreation workers.





Lynchburg, Y. M. C. A.

AN ISLAND PLAYGROUND

This beautiful playground at Lynchburg, Virginia, is situated on an island. The thirty-one acres of ground it covers are utilized for a quarter mile running track, two baseball diamonds, nine tennis courts, a large open-air swimming pool, 30 x 75 feet, two immense swimming barges for fancy diving and swimming in the river, and a commodious boat-house with launches, canoes and row boats. During the past season over 30,000 visitors enjoyed the recreation facilities of this picturesque play space.

Vol. VI. No. 12

March, 1913

The Playground

To Promote Normal Wholesome Play
and Public Recreation



Social Studio, Bristol Ferry, R. I.

A FAVORITE PLAYMATE AT A RURAL NEIGHBORHOOD CENTER

Twenty-five Cents a Copy

Two Dollars a Year

The Playground

Published Monthly by the

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Any person contributing five dollars or more shall be a member
of the Association for the ensuing year

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SOME OF THE WORK CARRIED ON BY RECREATION SECRETARIES

- Organization and executive management of outdoor playground system; selection and training of play leaders; selection, purchase, and installation of equipment; planning of buildings and alteration of buildings for recreation purposes.
- Responsibility for evening recreation centers.
- Responsibility for children's gardens.
- Responsibility for conducting athletic badge tests for both boys and girls throughout the city.
- Arrangements for the celebration of holidays.
- Arrangements for pageants.
- Co-operation in the promotion of Boy Scout activities.
- Co-operation in the promotion of Camp Fire Girls activities.
- Arrangements for summer camps.
- Provision for band concerts and other municipal music.
- Responsibility for encouraging wholesome home recreation, arranging that games be taught which can be played at home, providing places where parents and children take recreation together.
- Studying recreation conditions in different sections of the city to attempt to meet any special conditions found.
- Studying private recreation agencies to find recreation furnished, and number reached, to avoid duplication, and find possible ways of assisting by furnishing places for games and meetings.
- Supervision of commercial recreation.
- Promotion of play away from playgrounds.
- Arrangements for ice skating in winter, if necessary through flooding of vacant lots.
- Arranging coasting places, if necessary by having certain streets set aside and properly guarded.
- Placing recreation workers in actual contact with homes of the neighborhood.
- Promotion of school athletics, of school baseball, basket ball, volley ball leagues and of all recreation activities for school boys and girls outside of regular school hours.
- Arrangements for tramping trips.

STREET PLAY

Interpreting to the public through addresses, through public press, the recreation work which is going on in the city.
Co-operation with other agencies such as the juvenile court, settlements, libraries, churches, and various social organizations.

STREET PLAY

CALEB D. HOWARD

General Supervisor of Playgrounds, Portsmouth, New Hampshire

Last summer in connection with the playground work I determined to try street play as an experiment. I selected a street in the foreign district where whole families seemed to spend the evenings on the door steps and in the street. It was a narrow street off the main thoroughfare and in the early evening was almost free from automobiles and teams.

Making Friends

Clad in a gray flannel shirt with sleeves rolled to the elbows, a worn pair of trousers, tennis shoes and an old soft hat, I sauntered down the street. The children knew me as the playground supervisor and came out and spoke to me. I bowed to the parents, chatted with the children and finally asked a group of them if they would like to have some games and sports with me. They were delighted and began to call to their parents and jabber in two or three languages which I was not able to understand, but I could see from the gestures that the adults were pleased.

Successful Games

I selected such of the fathers and elder brothers as could speak English for judges and time-keepers and started the small children, both boys and girls, on a fifteen yards dash; then the older ones on a fifteen yards jump. The one covering this distance in the fewest number of jumps was the winner. We also played *Duck on the Rock*, *Drop the Handkerchief* and *Three Deep*.

When I left, the parents thanked me and asked me to come again. One Italian said in broken English, "Gooda time! Gooda time! Come anuder tima!"

The next time that I went, they gave me a welcome cheer and children and parents from two adjacent streets began to join us even before the first game had been chosen.

STREET PLAY

Started Games Themselves

The third night as I turned the corner of the street, I found that they were already playing and that the crowd of spectators and participants was larger than on the previous nights. The fact that they had started their own games was very gratifying, as I always aim to lead the children towards the management of their own games.

Having started this street play rather late in the summer and being especially busy with my other work, I regret to say I did not go again. But my experiment had proved satisfactorily to me that the children enjoy such play and that it furnishes recreation and enjoyment for the parents as well. One very pleasing feature was that several men who usually spent the evenings in bar-rooms stayed by their homes to enjoy the fun and took great pride in being officials.

In street play I think the manner of approach is of the greatest importance. The people of this class would not welcome a man too much dressed up nor one who began by telling them of their needs which he had come to supply. I did not even announce that I would visit them. I simply walked through the street, dressed as I have described and after chatting with the neighbors on everyday topics asked them if they would like to have me help them start some games, as though the thought had just occurred to me.

I am convinced that street play has great possibilities of development and that it would bring about the following results: pride in cleanliness of person, yard and street, fewer family brawls, more remaining in the district, less cigarette smoking, fewer accidents, less frequenting of nickel shows, cheap dances, pool rooms and other places of bad influence.

**Coasting on
Streets** When possible in the winter, street play should take the form of coasting on streets set aside for the sport. This should be under supervision, for if not serious accidents will probably occur. Coasting is certainly one of our jolliest and most healthful sports and we should not fail properly to provide for it.

The New York Public Library has no copy of the *PLAYGROUND* for October, 1912 (Vol. 6, No. 7), and is especially desirous of securing one. The copies at our office are exhausted. Can any of the *PLAYGROUND* readers spare this number?

RURAL RECREATION THROUGH THE CHURCH *

REV. SILAS E. PERSONS, D.D.

Cazenovia, New York

Fun and the Church! Is not this a pair that is unevenly yoked together? What could be farther apart than a Calvinistic church and a good time? The New England Puritans who whipped the cider barrel for working on Sunday never saw it in this fashion. You say that religion was then a serious business. I admit it was serious, but too serious to be "business." Noble as was the church of our fathers, its mind and its conscience both of them pitched to a high key, it none the less failed to minister to the whole man, and no such church, clinging however reverently to the traditions of the past, is grappling with the real and living problems of today. It is a part of the holy mission of the church to provide wholesome recreation for its youth.

To give a background of reality to this address I am going to deal largely in concrete illustrations of what one church is really doing, rather than speculate philosophically on what the church *ought* to do, even though in doing so I run the risk of being personal.

Sunday in the Country

Ours is a church in a village of two thousand people in central New York. The church has been falsely accused of being aristocratic. True, it is dignified with a hundred or more years of honorable and self-satisfying existence, and has some wealth. In many ways it might be an ideal saints' rest. Possibly it has been such, but four summers ago, after I had been there seventeen years, we decided that we had a mission to the open country. We now conduct preaching services on Sunday afternoons and evenings in three neighborhoods from two and a half to five miles from town, and have Sunday schools in four neighborhoods.

What did we find in these rural districts in the way of recreation, and what use did we make of existing customs in regard to play?

The day of recreation was Sunday, as in the true sense of the word re-creation it should be. But there are recreations and recreations. The country folk do not as a rule work in the fields

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, June 6, 1912

RURAL RECREATION THROUGH THE CHURCH

on Sunday. They loiter, they idle the day, engaging in that friendly and not very sinful gossip which we call visiting. But leaning on a fence and talking for an hour with a neighbor about stock and crops, prices and help, comes far short of satisfying the yearnings of a country boy. Unclasp the yoke of toil and these sons of the farm seek recreation. They remember the Sabbath day is to play rather than to pray, and are quite willing to go with the multitude to keep holiday, especially when no one about them is keeping holyday.

Rural Barn Dance The winter recreation is the dance and the card party. I have never preached against either of them, and I do not intend to. But I have used both of them for the glory of God. It was on this wise. At one of my school districts I was especially anxious to get the people together before the summer work opened and organize the Sunday school. It happened that there was to be a barn dance in the neighborhood at just that time. It was my opportunity and I took it. It was a big affair. Everybody was there, old and young, perhaps one hundred and fifty people. I got a committee, representative of every clique and interest, and we made out our slate. At about 1.30 o'clock the master of ceremonies, who, by the way, was our candidate for superintendent, a university fellow, a good Christian worker, and, of course, popular with the young people, or he would not have been at the head of affairs on this occasion, called the company to order. The fiddlers laid down their bows and I had the floor. There in the loft of the horse barn I put before them the outline of our summer's work. We chose officers, teachers, committees to provide flowers, organist, captain of baseball team, everything. The result? Next Sunday I had fifty-nine people crowding the little schoolhouse, where I might have had nineteen or twenty-nine. Because on Tuesday I had taken the people where I found them they found me when I preached on Sunday. That is, we have pursued the policy of using whatever form of recreation seemed to be indigenous to the soil and making it serve the higher interests of the community.

A Novel Card Party I made a like use of a card party. One Saturday night last winter Mrs. Persons and I were invited to a birthday party five miles out in the country. It was zero weather, yet seventy people attended the gathering. Their only amusement for the evening was visiting and playing cards.

RURAL RECREATION THROUGH THE CHURCH

But this was not all. After the banquet the good mother of the house said to me, "I want this crowd to sing this hymn; it will do them good." See what a hymn she selected: "I'll go where you want me to go, dear Lord, I'll be what you want me to be." Then another hymn and a talk by the minister. But the singing of those hymns had taken such a hold upon the people and the tide of religious sentiment ran so high, that even a story seemed out of place. I hesitated to use two or three pleasantries that I had brought in my vest-pocket. After another hymn the religious interest was so intense that there was no fitting way but for me to close that card party with prayer and the benediction. This was not religion dragged into a social function. It was unplanned, spontaneous, natural, born of an inspiration, but it shows what use a church may make of a social function in the rural districts. I venture the judgment that that card party closing as it did, was worth more to the kingdom of God on earth, and in heaven, than the service held eleven hours later in the village church. These are the forms of recreation that we found indigenous to the soil, and this the use we made of them.

Rural Bible Class **Playing Pool**

Now, what contributions are we making to the recreational life of village and country? In the Sunday school this winter we had difficulty in getting a teacher who could hold a class of boys of fourteen years. Several tried it and failed. For what is so unaccountable as a boy, especially during the last years of his boyhood, just before he shoots up and broadens out into young manhood? But that class of youth saved, is the richest asset of your church. I gave up my class of twenty girls just to teach that class of seven boys. At the close of the first lesson I asked them whom they wanted for teacher. "You." "I will teach you on three conditions. The first is that you come to the manse and play pool with me Thursday night from 6.30 to 8.30. The second is that you bring your Bibles and have Bible study class till nine o'clock, and the third is that you cease waiting for one another at the chapel door, but come in and take your places in the class like men." No difficulty with that class! Now on Thursday evenings I did not teach those boys any new tricks. They all knew how to play pool, and all but one of them had learned at places where they had no business to go. Either we will take the lead as churches and Young Men's Christian Associations and furnish such recrea-

RURAL RECREATION THROUGH THE CHURCH

tion as this generation elect as their amusement, or the saloons and gambling halls will do this work for us.

Redemptive Sportsmanship

I have never suspected that it is my appointed task as a minister to dictate to the present generation of young people as to the kind of harmless recreation they should enjoy. The fashion changeth, but play is play, and the place and company being proper, there is little choice in the kinds of recreation. Rolling wooden balls on the lawn and calling it croquet, and rolling ivory balls on a table and calling it billiards or pool, are both of themselves equally innocent amusements. And such sports have ethical value, are worth something in the building of character. I like to teach a boy to have the four indispensable virtues of good sportsmanship: nerve, skill, courtesy and fairness. That training ought to help him to play fair in the bigger games of life, in the market, in the arena of politics, in the parliaments of men, never flinching, never losing temper or unbridling tongue, never playing false to competitor, to state, to God. The discipline of high-toned, manly sport constitutes one of the educations of life. It is a means of grace and helps to save the soul from flabbiness, from meanness, from dishonesty. It is worth while to teach a boy to have the nerve to be a good loser, to take defeat manfully, and to win next time if he can. A part of the church's relation to recreation is a teaching that involves the cultivation of manly sportsmanship which is educational, character-building, redemptive.

Here is an example. Each of the five churches of our village this past winter formed a team for a tournament in bowling. The local paper offered a beautiful banner as a prize to the winning team. Excitement ran high. There was a tendency toward "rooting." In the heat of the battle the five men of our team met and agreed that whatever the result and whatever others might do, theirs was to be a courteous, manly play, giving every player a chance to do his best and then beating him if they could. The banner is in the room of our Baraca Class and it is worth a good deal more to those forty young men because it was won with honor. The church serves the young people when it develops in them the spirit of high-toned, courteous sportsmanship.

The Science of Forgetting

But there is another class of recreation of far higher order than any of these, for which the church in every country community should

RURAL RECREATION THROUGH THE CHURCH

stand. Our word "recreation" is a larger word than the word "play." And there are other occupations besides physical exercise that re-create us. Whatever interests us intensely, absorbingly, has in it elements of recreation. One reason why games are so valuable as recreation is that they so engage our attention that for the moment we forget ourselves and all our carking cares. In the mystic river of Lethe in whose waters toil and hunger and pain are buried in oblivion, the mind takes a bath and comes up refreshed. For an hour we have practised the blessed science of forgetting, and behold we are new creatures. Now, this mental bath with its refreshing stimulations, may be taken in several streams aside from the river of play. Whatever engages us absorbingly, if not pursued too long at a time, re-creates us. I had a friend, a college professor, who coming home weary from his classes in history and political economy, used to take up his Homer as a mental rest, converse with the Greek heroes, noting the niceties and flexibilities of the Greek tongue, and the simplicity of the ancient Greek life, so different from the complexities of our civilization, helped to unharness his nerves, relax the tension of his mental muscles and give him refreshment and diversion.

Turning Drudgery into a Wrestling Match

In our church enterprises we have kept in mind this larger conception, and have not run altogether to play. One of our recreation schemes is the awakening of enthusiastic interest in farming itself. When the boy's mind is open to the beauties of nature, alert to her processes of growth, quick to study the farm scientifically, to experiment with Nature, and work out the problems on the farm as he would work out puzzles in a contest at a social gathering, his mind is renewed every morning and fresh every evening. His physical and mental resources are recreated in the very process of work itself. One day a friend of James Gordon Bennett stepped into the office of the *New York Herald* and found the editor, as he always found him, plunged knee deep in the enterprise of editing a great daily paper, that mechanical and intellectual marvel of the present day. He said to Mr. Bennett, "Bennett, how do you endure this everlasting drudgery?" "Drudgery? this is not drudgery. I am having a bully time, the time of my life, this is fun." When you convert work into play, make it a tussle with Nature, a wrestling match with God's out-of-door forces, in which by his intelligence, his ingenuity, the farmer's

RURAL RECREATION THROUGH THE CHURCH

boy is going to win, there will be as little sense of drudgery in running a farm as in editing the *New York Herald*. The president of our local bank who has four farms which he is running scientifically, says that it takes more brains to run a farm than to run a bank. And though he is an intensely hard working man, he gets a lot of recreation out of his experiments in agriculture. In fact he is so infatuated with it, that his wife has purchased a farm, and is getting fun working at the same puzzle. One does not need to own a bank and run four farms in order to find a zest and new enthusiasm in thus working in great nature's laboratory.

Working along these lines, trying, together with preaching the gospel, to broaden the view and quicken the interest of farmers and at the same time drive dull care away, we have used the following means.

Church Banquets and Field Days

In the first place we had a banquet in the church and invited every man properly included in our larger parish. Ninety-nine came. It was a great occasion, handsome in its appointments, rich in its addresses, racy in its wit, joyous in its songs, happy in its friendships—too good not to be repeated. This was a good start toward something permanent. We followed it with men's meetings, not many of them, but a few, three or four a winter, and pledged ourselves never to have a poor meeting, never an ordinary one, always a big one, full of good things, brimming over with richness, and we have never failed. We always have two addresses, one on a religious, the other on a secular subject. With music and entertainment it was a full program, and the night was far spent when the boys had sung their last song. From seventy to two hundred people had enjoyed a feast of good things. They had had education and religion and laughter and fellowship and song and story. The whole nature had been fed.

The next step was toward an out-of-door field day, a kind of revival of the old Olympic games and festivities, the gathering of the village and countryside, irrespective of church affiliation, for a day of out-door sports, picnic, shooting match, baseball games, running matches and educational features. Three hundred people came to this exhibit. The rain kept two hundred away. Yet, despite the showers, we had a big day. Two Cornell men talked to us in the barn when it rained, and the boys had their contests between showers.

RURAL RECREATION THROUGH THE CHURCH

This occurred last summer, and it leads to another thing, a country fair. This will be a duplicate of the field day, plus a competitive exhibit of produce. From this fair we shall exclude every sideshow, every moneymaking scheme, every vendor of knickknacks, as we did from the field day. There will be generous rivalry in sport and produce, a ploughing match, a feast, a lecture on agriculture and rewards for excellence. All this is under the church.

The result? It not only creates a congenial atmosphere in which the minister may do his work, it goes a long way toward breaking the monotony which used to curse the farm and drive its sons to the city. It creates enthusiasm for agricultural pursuits, interests men and women and children in the intellectual side of the work they are doing, gives neighbors a topic to talk about, and insures that for one day in mid-summer the whole countryside shall forget their cares, ignore their work, disdain even their duties as they unharness their youthful spirits and out in God's fields have a merry-making, a day of diversion and fellowship, of fun and laughter. You know the brightest boys and girls used to flee from the farm because their minds and souls were starving there. There was little in farm or neighborhood to ignite their enthusiasms, to give them zest or zeal,—little for the mind to study, little for the soul to love,—no variety, no fascinations, no scientific experimentation, few relaxations, almost no absorbing and joyous interests. It is the mission of the rural and village church to make life in the rural districts worth living, rich in mental and spiritual stimulations. These are the church's higher and larger duties toward recreation.

Winter No Longer Tedious

But the winter, the tedious winter on the farm! its nights so long and cold and dark, so different from the light and airy gaieties, the theatre goings, the concerts, the lectures, the dances of the city! What shall we do with them, how shall we at once banish their tediousness, fill them with joy or make them contribute to the mental and spiritual worth of boy and girl, of father and mother? Two things at least we are doing. One is to have entertainments in the village that will bring many people from the country to their attractions. At my home about a month ago we formed an entertainment committee of twenty-five prominent men, irrespective of church preferences. These men became responsible for a course

RURAL RECREATION THROUGH THE CHURCH

of entertainments of high order, costing about \$500 for the winter. We will pay for these by selling season tickets. This, I take it, is a very ordinary enterprise for villages to undertake. But we are not to stop here. We have arranged to have a course of lectures, chiefly by college professors, on scientific and social and literary subjects—the lectures to be free to everybody and supported by free-will offerings and contributions. By these means we expect to make the winter in this isolated town intensely interesting, educationally and recreationally, to people of both village and country.

In a less ambitious way and more particularly for the rural district, I have formed a Bible Study and Recreation Club. It meets in winter time from house to house and is the social event of the season.

I cannot speak of our bird study, of the prizes we are offering at the fair for the best bird houses, nor of the boy scouts organized in our chapel a month ago. But I want to tell you of two educational features of church work, two kinds of preaching, that are recreational in their indirect results.

“No Pennies on the Farm”

The first is teaching the old doctrine that the laborer is worthy of his hire, and that this doctrine applies to wife and daughter and son as well as to the farmer himself. All work and no play may or may not make Jack a dull boy, but it makes him hate farming. And there is another thing that makes Jack hate farming. That is all work and no pay. Emerson’s “iron labor” is good doctrine to preach, but to make iron labor congenial it must needs be accompanied by results to the worker. Leonardo da Vinci, eager, cheerful, enthusiastic, would go to his work at daybreak and never come down from the scaffold till darkness drove him hence, but the achievements were all gloriously his. Rubens, both famous and wealthy, filled the palaces of Europe with his brilliant colors, working like a horse, but he is the man who said, “Everything I touch turns to gold.” Is there not a high and sustaining recreation in the sure hope that when you have wrought from sunlight to dark the summer through you will get some of the substantial results of your labor? Money not only makes the mare go, it oils the wheels of industry and makes its machinery hum with song and gladness.

A poor family from the South took up their residence for the winter across the street from the manse. It is currently reported that to keep warm the children slept in the cellar. Clothing was meagre,

RURAL RECREATION THROUGH THE CHURCH

food coarse. But Fritz, a lively boy of five years, quite ingratiated himself into the favor of the neighbors by his imperturbable cheer and the willingness with which he ran errands. The upshot was that Fritz gathered to himself many a penny and now and then a nickel. He was not quite a capitalist, for he never used his wealth for the creation of more wealth, but he had the solid sense of being an owner of property. When spring time came, the family migrated into the open country and began the laudable business of agriculture. Fritz pulled off shoes and stockings and got near to mother earth. By and by he came to the village and made an informal call at the manse. Fritz had no self-consciousness and so no embarrassment. As he stood there on the threshold of the front door, unabashed, hatless, shoeless, tanned, unwashed, yet communicative and interesting, he showed himself to be a young philosopher and made this keen observation on country life. "They don't have no pennies out on the farm." Is not this one of the secrets of the sense of drudgery, of the lack of zeal and the want of contentment on the part of many of the farmers's sons and daughters? "They don't have no pennies out on the farm." The farm usually has many workers, but only one pocketbook. The children and their mother share the work, but seldom share also the proceeds. So we preach with all earnestness that they must have pennies on the farm, not only as a right to the farmer's wife and boy and girl, but also because the rewards of toil gladden the toiler, renew his energies, putting stamina into his nerves and a song on his lips. Working and getting no reward is like playing a game and losing every time. That disheartens, wilts, makes one morally indifferent. But the winner is ready for another tussle. Let the farmer's family win as well as work, and they will all be recreated and equipped for another day of strenuous battle.

Religion Is Recreational

I want to say to you also that preaching the Gospel, the glad tidings from God, and hearing it proclaimed, is itself a recreation. It, too, breaks the dead monotony of rural life. Just to wash up and put on your best clothes and meet your neighbors in friendly converse, to sing the hymns of the church and have your conscience stirred and your religious hopes awakened, and your spiritual vision lead on into the Infinite and the Eternal, and your sense of God and his goodness made real to you,—this too, creates again, and

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upbuilds, and gives joy, and helps in the struggle, and makes life richer and more worth living. Religion is recreational.

At the same time by all these means you are creating a love of the country, a contentment to live in it, an intelligent joy in its inimitable fascinations and divine wonders, all of which are akin to worship. When you have done all this and established conditions that recreate the whole man, his soul no less than his muscles, you have enriched life on the farm, made it independent of outside stimulations, and by building up and calling forth its own resources, you have made it capable of creating its own recreations.

SUGGESTIONS FOR THE ORGANIZATION OF A FIELD DAY AND PLAY PICNIC FOR COUNTRY CHILDREN

With tactful persistence, Dr. Myron T. Scudder, while principal of the New Paltz State Normal School in New York, succeeded in organizing a "Field Day and Play Picnic for Ulster County," which has shown the way to others who feel the need that he recognized. The Country School Athletic League of Ulster County was formed, the purpose of which was to "foster all forms of clean athletics among country children, to teach them and their teachers indoor and outdoor games, and to bring the schools together at least once a year in a field day and play picnic." Printed circulars announcing athletic badge standards were sent to each school, in order that teachers might be able to interest their pupils in efforts to attain these standards. An attractive celluloid button was designed to be awarded to each one who should succeed in coming up to the standard in chinning, jumping and running.

Following is an outline of the plan set forth by Dr. Scudder, in response to many requests for suggestions for organizing and carrying on this field day and play picnic in country districts:

ORGANIZE A CENTRAL COMMITTEE

Let some influential man or woman call together a few capable and dependable people of both sexes, representing the various sections of a county or district, who are known to be active in church work, Y. M. C. A., school, grange, women's clubs or other organization, the more informal the better. This

FIELD DAY AND PLAY PICNIC

might be called the "central committee" and provision might be made for a small executive committee with wide powers.

After deciding on a date for a country or district, or town play festival, the central committee may leave it to the executive committee to go ahead with arrangements, but should meet, of course, whenever summoned by the chairman.

Circulate as widely as possible among teachers, parents and others, Johnson's "Education by Plays and Games" and the other books, pamphlets and articles.* The importance of carrying on a campaign of education cannot be too strongly urged.

Send out a circular to teachers, parents, ministers and others. This should also appear in the newspapers of the county. We quote that sent to the people of Ulster County.

"DEAR SIR OR MADAM:—A committee representing the Country School Athletic League of Ulster County has fixed the date for its next Field Day and Play Picnic. This date is Saturday, June 13th. Should the weather prove unfavorable the meet will be postponed one week to June 20th. Notification of postponement is to be made by telephone.

"Since one of the objects of this League is to promote health and vigor of mind and body, and since it recognizes organized play as a vital factor in securing these ends, the Committee has planned to make plays and games one of the prominent features of the Field Day program.

"Every teacher is urged to have the children come prepared to play at least one game. Among competitive games, captain ball, prisoner's base, Robber Barons, and relay races are recommended. These games may be played by opposing teams of say eight members or more each. They are described in one or more of the books named in the list which accompanies this circular.

OTHER GOOD GAMES

"It is not desirable that all of the plays be of a competitive nature. There are many invigorating games in which the team element does not enter, and some of these are especially adapted to the younger children. Common examples are fishes-swim, hare-in-the-patch, cat-and-mouse, three-deep, last-pair-pass, duck-on-the-rock, statues or steps.

"The plays and games will be open to both boys and girls, and it is hoped that all will be encouraged to take an active part.

ATHLETIC EVENTS

"Of course in addition to plays and games there will be many stirring athletic events. Some of these are open only to girls as follows:

"Potato race, short distance relay races, baseball throwing.

"A unique feature of the program will be a series of interesting events open to adults not connected with schools, as follows:

* List of books may be obtained from Playground and Recreation Association of America, 1 Madison Avenue, New York City

FIELD DAY AND PLAY PICNIC

"Tug of war; 12-lb. shot put; obstacle race; sack race. Try to get up local teams or participants for these events and notify the central committee before June 1st, who may be expected.

"Boys who are properly qualified, *i. e.*, those who have earned their buttons in the athletic badge contest (see below) may enter field day events as provided in the following blank. Winners will be awarded pennants which are to be placed as trophies in their respective schools.

ENTRANCE BLANK

Annual Field Day and Play Picnic of the Country Schools of Ulster Co., N. Y.

School Pupil's name

Pupil's age last Sept. 1st...Yrs...Mos...Days... Pupil's present weight*...

Check in this column	80 lbs. Class (80 lbs. or less)	Check in this column	95 lbs. Class (not to exceed 95 lbs.)
	50 yard dash		60 yard dash
	Running broad jump		Running high jump
	360 yard relay race		440 yard relay race
	115 lbs. Class (not to exceed 115 lbs.)		All over 115 lbs. Class
	70 yard dash		100 yard dash
	8 lbs. shot put		220 yard dash
	Running broad jump		12 lbs. shot put
	880 yards relay race		Running high jump
			880 yards relay race

I also certify that this pupil's average in both scholarship and deportment is passing for the last quarter, or since Easter.

Date of filing this blank..... 191 Principal.

Check each event in which pupil wishes to enter. No pupil may enter in any class if his weight is in excess of the weight given for that class. ALL BLANKS MUST BE IN BY JUNE 1st.

AWARD OF BADGES

"The awarding of badges for those who have succeeded in the athletic badge competition will be an important feature of field day. Each community should have its athletic badge competition prior to field day. Choose the afternoon on which you wish to have this contest and on notifying the central committee a representative of this committee will be sent to the school or club at the appointed time and help the teacher take the records.

"Each pupil who attains the standards for any class mentioned on

* PUPIL SHOULD BE WEIGHED IN THE LIGHT CLOTHING IN WHICH HE IS TO COMPETE. BOYS MAY RUN BAREFOOT.

FIELD DAY AND PLAY PICNIC

the blank, *e. g.*, boys under 13, will receive a button on field day. Please note again that unless he is entitled to this button he cannot enter the field day championship events.

"We enclose a printed program which will give you some idea of the activities of the day. It will also be a guide for your preparation and the preparation of the children in whom you are interested for field day.

"Sincerely yours,"

(Signed)

Information in regard to badges and rules for badge contests may be secured from the Playground and Recreation Association of American, 1 Madison Avenue, New York City.

Money for this purpose may be raised by various devices that commend themselves to the people of the county. The Playground and Recreation Association of America especially recommends the practice of direct gifts rather than sales or other devices that dissipate the strength and interest of the adults and children.

For the day itself the most careful and detailed plans and preparation should be made. Committees with efficient chairmen should be appointed for such matters as the reception of visitors, seats, toilets, drinking water, day nursery, apparatus and games, printing, refereeing games, time keepers, etc. Quoting again from Dr. Scudder's suggestions:

a. Provide for checking clothing, lunches and other packages.

b. Plan what to do for the crowd in case a thunder storm comes up.

c. Provide ample toilet accommodations for both sexes.

d. Provide for plenty of drinking water. This will require especially careful planning. There should be an abundance of drinking cups.

e. Provide seats. The best way to do this is to get thick boards from the lumber yard and extend them over boxes (berry crates are admirable for this purpose). Let these improvised benches inclose each play area thus making them serve the double purpose of accommodating people who wish to sit down and of keeping the crowds from surging upon the places where children are playing.

f. Secure a few tents or booths. Let a large tent serve as

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a crèche or day nursery furnished with cots, kindergarten tables, and occupations for very little children. Let there be a generous sandpile outside. The other tents may be used for refreshments, for, although lunches are brought, there is a ready sale for sandwiches, frankfurters, ice cream, soft drinks. Let the "Concessionaires" who sell articles in these tents pay a small per cent on the receipts for the privilege, or better, let them have the privilege free of cost. School societies, or church societies may well be allowed to have tents or booths on the grounds that day and sell refreshments.

A tent may be fitted up for the display of games for school and home, showing inexpensive equipments, and by charts, photographs, and other exhibits showing how an interesting program may be organized for passing an evening without dancing or card playing, whether in home, day school or Sunday school, or place of public meeting.

A tent may also be designated for exhibiting charts, books, pictures, paraphernalia, showing the organization and workings of boys' clubs such as the K. O. K. A., men's clubs, women's clubs, in fact, any organization that would tend to promote health, intelligence, and happiness; for one purpose of this great day is to suggest, stimulate, and give immediate and practical aid in all possible directions to all people.

Some may want to set aside a tent for showing exhibits of home-made bread and cake, of home-made candy, of needle-work and of home-grown flowers or vegetables. Prizes might be awarded not for the best, but to all who have attained a certain standard of excellence in producing the article exhibited. Those who would like to investigate these matters further are invited to correspond with the author, who is ready to submit score cards and make other suggestions. Some children might wish to exhibit poultry of their own raising. If so, give them a chance to do it.

g. Prepare a kit of tools, hammers, nails, tacks, screws, screw eyes and hooks, saw, mallet, axe, twine, stout cord, odds and ends of ropes, in short anything and everything that you think may be needed by the exigencies of the day. A marking brush and ink may come handy for putting up notices. No telling what may happen or what needs may spring up. The

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managers should be prepared for everything. "*Semper Paratus*" is a good motto.

h. Engage two or three men and a horse and wagon for the day. They will be needed.

i. Have the lime and apparatus for marking out courts or indicating division lines in good order. Thus a barrel of dry lime with a Dry Tennis Marker, and a half barrel of liquid lime with a "wet marker" such as the Duplex Tennis Marker or the Columbia Tennis Marker, should be at hand. These markers may be obtained of A. G. Spalding & Brothers, New York City, or the Narragansett Machine Company, Providence, R. I., at an expense of about \$1.50, \$2.50 and \$3.50 respectively.

j. Arrange as rich and varied a program of plays and games as possible. Here are some of the apparatus games that may be provided, and, by the way, it is entirely feasible to transport this material from one place to another and institute a Field Day and Play Picnic in any community or section at short notice. It is by no means necessary to have finely appointed athletic grounds, or closely cropped lawns; any fairly level field from which the grass or hay has been cut, and which borders a fairly good country road will do.

The games are given in alphabetic order and not necessarily in the order of their importance. Most of these may be found indexed in the A. G. Spalding & Brothers Trade List or in the catalog of the Narragansett Machine Company.

Archery	Indoor baseball
Badminton	Lawn bowls
Baseball	Playground ball
Bean bags or oat bags	Quoits
Clock golf	Tennis
Croquet	Tether ball or tether tennis
Diabolo	Volley ball
Hockey, or shinny	

If a stream of water, pond or lake is near, provision may be made for rowing, swimming, wading, sailing toy boats, and fishing.

Apparatus such as giant strides, swings, see-saws, teeter ladders, horizontal bars, climbing ropes or poles, self-propelled merry-go-rounds, and circle bars may be provided without very great expense. Also, a piece of apparatus known as the play-

FIELD DAY AND PLAY PICNIC

ground slide which is sure to be exceedingly popular and in continual use. It should be emphasized here that all games and all apparatus prepared for a play picnic should be of a kind which requires *active effort* on the part of the children. A merry-go-round, for instance, propelled by machinery, would be entirely out of place. The purpose of the day is to have active play and participation in stirring occupations, not mere amusement. Guard against anything which tends to make a Coney Island of the day.

k. Let the field events be planned and carried out by those who have had experience and are expert in this kind of work. Call on the county secretaries of the Y. M. C. A. for help in this particular.

l. The singing of patriotic songs is appropriate, as are the flag drills and flag salutes.

Perhaps some will wish to have the raising and lowering of the flag attended by some simple ceremony for the purpose of inculcating respect and reverence for the national emblem. This beautiful practice has already been adopted in many schools and was doubtless suggested by the custom of our soldiers and sailors. Thus, at army posts and on warships soldiers and marines present arms when the flag is being raised or lowered; officers not on duty, and civilians, uncover their heads while the band plays "America" at the raising and "The Star Spangled Banner" at the lowering of the flag. The flag is not allowed to touch the ground or floor but is respectfully received into some one's arms.

m. Let everything be done in the most informal and unprofessional way. Avoid hiring brass bands, or introducing claptrap devices for amusements. Let the occasion be simply a gathering of the clans for a joyous day of play in the open air.

n. For each game have two or more leaders who shall superintend it, care for the apparatus, teach beginners, act as referee. It is absolutely essential that a large squad of helpers be trained for the work of the day. Herein lies the success of a day like this. There should be one or more general supervisors, too, to whom the children may go and inquire, "What can I do next?" and receive a prompt reply.

It may not be well to have the annual field day of a county held always in the same place. Let it move to different parts of

FIELD DAY AND PLAY PICNIC

the county wherever there is prospect of its being well taken care of by those of the immediate vicinity.

The purposes of the day are shown in the following program:

SECOND ANNUAL FIELD DAY AND PLAY PICNIC OF THE COUNTRY SCHOOLS OF ULSTER COUNTY, NEW YORK, ON THE STATE NORMAL SCHOOL GROUNDS, NEW PALTZ, NEW YORK, JUNE 8, 1907

All games and events, except the Field Day Championship Events, are open to every child, city children excepted. No registration or previous notice is needed. Each child should feel that this field day is instituted for his or her special benefit. All should take part in as many games and other open events as they can without injuring themselves.

The Country School Athletic League emphasizes the value of play. It holds that properly supervised play is one of the important concerns of every household, of every school, and of every community. Play makes for health and contentment; it aids in the development of a wholesome social spirit, and of a more kindly community life; it stirs the mind to keen activity and trains the individual to take the initiative, to act promptly and energetically and to co-operate for the good of all. To bring many of our country communities into pleasant social contact and to give our people, young and old, opportunity to participate in time honored sports and amusements, to learn new and inspiring games and to become acquainted with good, practicable methods of physical training, is the purpose of our field day.

THE ASSEMBLY (10.30 A. M.)

Flag raising, with marching, flag salute, and patriotic songs.

"My Country, 'Tis of Thee."

Flag Salute: "We give our Heads and Our Hearts to God and our Country; one Language; one Flag."

"Red, White and Blue."

May Pole Dances by different schools.

GROUP I (11 A. M.)

1. North campus—

(a) Kindergarten children: 1. Honey pot, and other games.

2. Folk dances.

All little children are invited to take part in these games.

Assistants will be at hand to teach the beginners.

(b) 12 pound shot-put. All over 115 pound class.

2. Tennis court—

Captain ball. (Easily learned, watch it.)

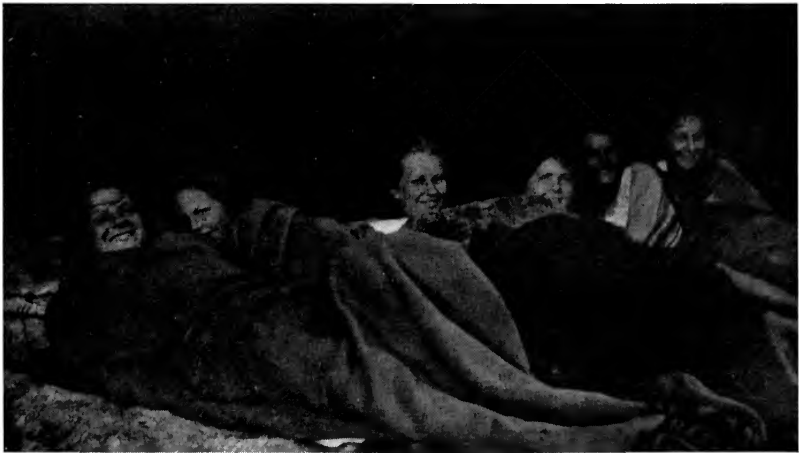
3. South campus—

(a) Running high jump. Adults.

(b) Running broad jump. 115 pound class.



PARADE OF THE NATIONS, OLYMPIC GAMES, HELD THURSDAY, AUGUST 15, 1912, AT THE SUSSEX AVENUE SCHOOL PLAYGROUND, NEWARK, N. J.



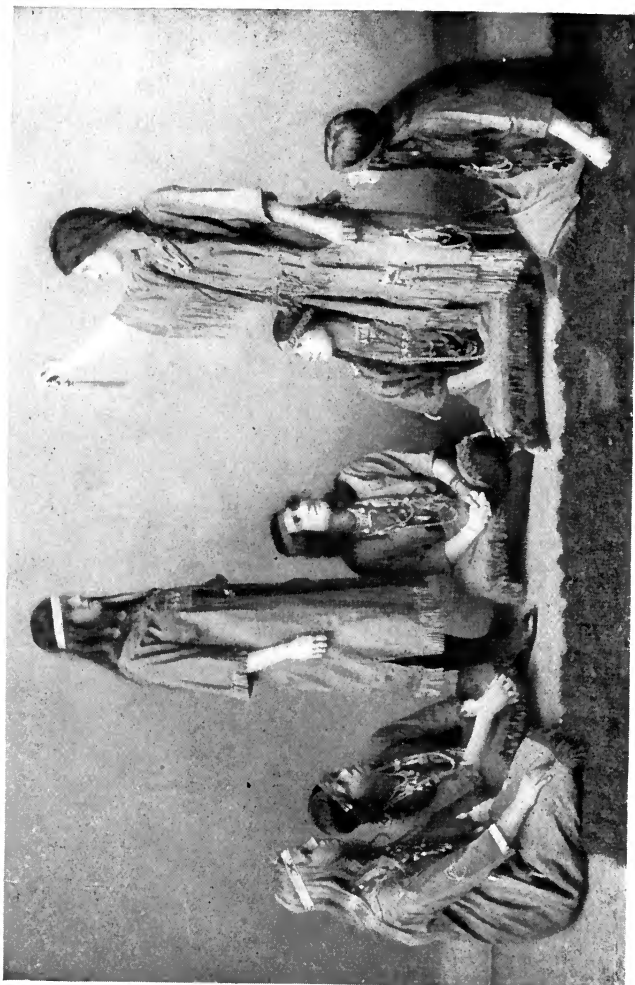
Camp Fire Girls of America

IT IS ALWAYS A HAPPY GOOD MORNING AFTER A NIGHT SLEEPING OUT



Camp Fire Girls of America

SERVING A PICNIC LUNCHEON

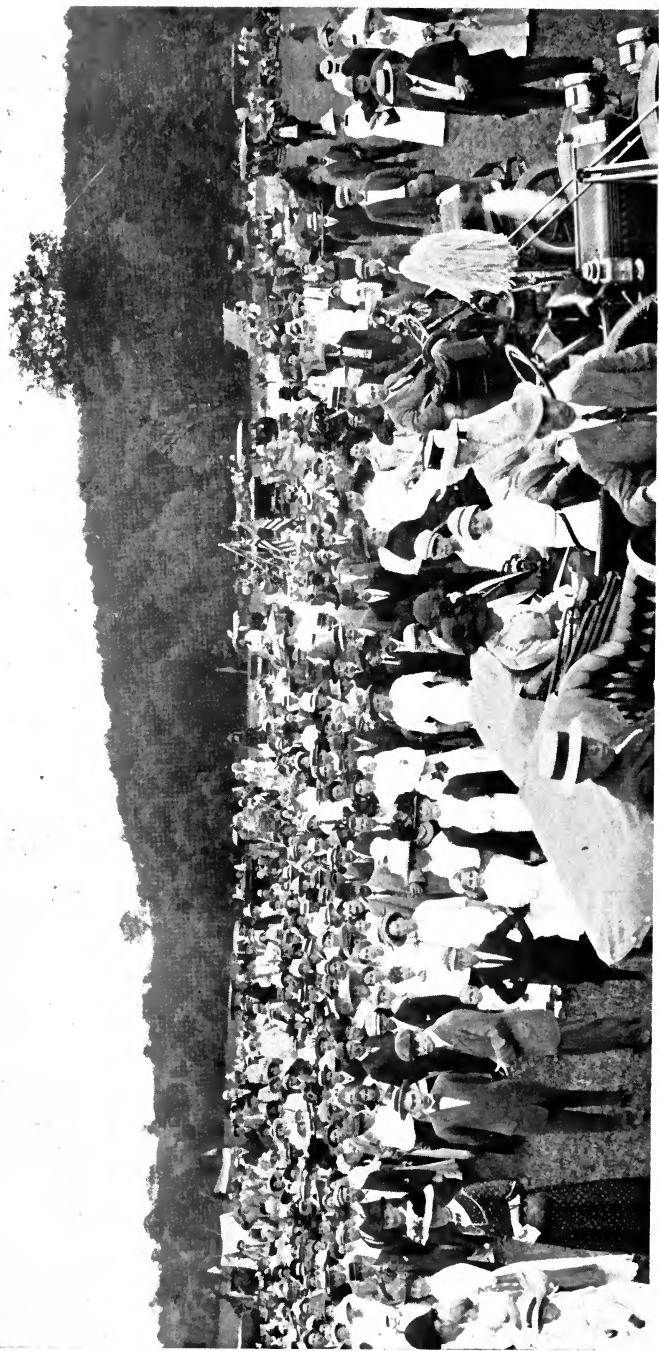


Camp Fire Girls of America

AWARDING AN HONOR



AMENIA FIELD DAY—A RURAL COMMUNITY AT PLAY



AMENIA FIELD DAY—A RURAL COMMUNITY AT PLAY



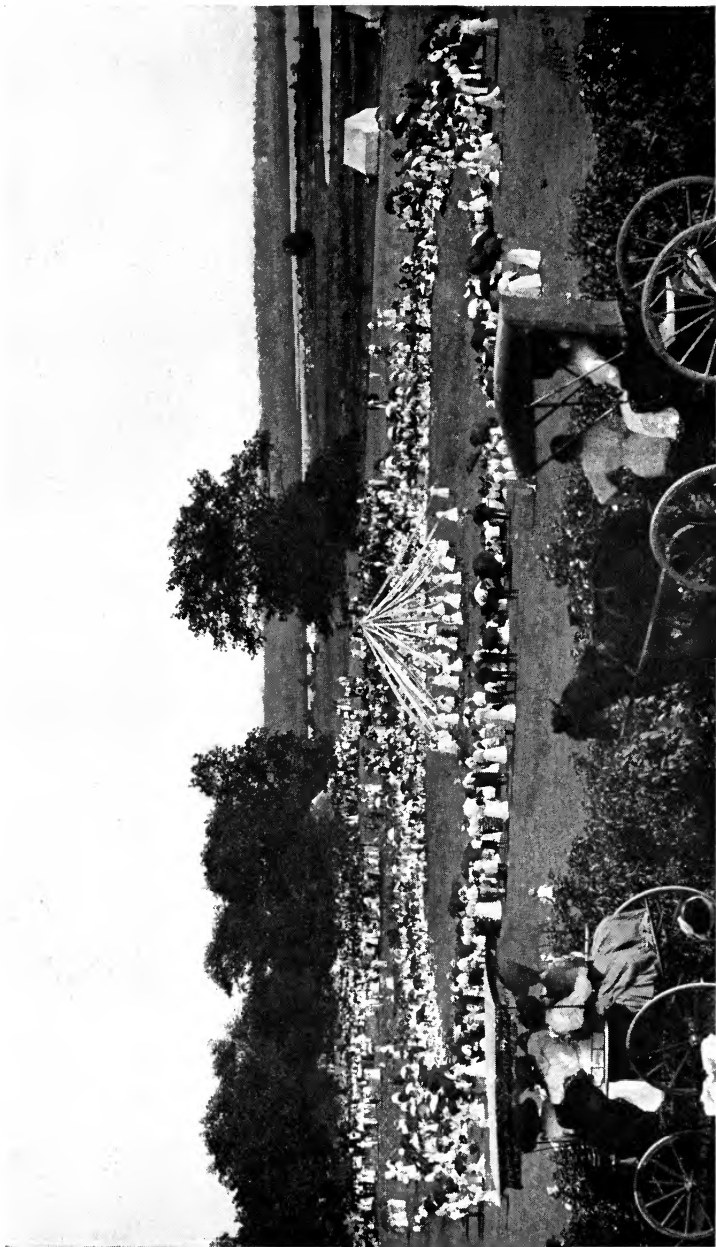
Social Studio, Bristol Ferry, R. I.

A RURAL RECREATION CENTER



Social Studio, Bristol Ferry, R. I.

THE FIRE PLACE



State Superintendent of Schools, Wisconsin

MAYPOLE DANCE AT THE CELEBRATION OF INDEPENDENCE DAY,
MADISON, WISCONSIN



Myron T. Scudder

CLASS IN CAMP COOKERY, NEW PALTZ, N. Y.



Myron T. Scudder

A RELAY RACE, WITH A BASKET GOAL ON A TREE

FIELD DAY AND PLAY PICNIC

4. Upper road—
 - (a) 50 yards dash. 80 pound class. Trials.
 - (b) 60 yards dash. 95 pound class. Trials.

GROUP II (11.30.)

1. North campus—
 - (a) Primary children: 1. Singing games—"Open wide the garden gate," "The Cuckoo."
 - (b) 12 pound shot-put. Adults.
2. Tennis court—Potato race, for girls only.
 - (a) Girls under 10.
 - (b) Girls over 10. (Schools may challenge one another.)
3. South campus—
 - (a) Running broad jump. 80 pound class.
 - (b) Running high jump. 95 pound class.
4. Upper road—
 - (a) 70 yards dash. 115 pound class. Trials.
 - (b) 100 yards dash. All over 115 pound class. Trials.
5. Lower road—Potato spearing race on horseback. Open to all riders.

INTERMISSION

LUNCH. Opportunity for rowing on the river.

At 1 P. M., Military Drill—Knights of King Arthur.

At 1.15 P. M., Demonstration of singing games and folk dances by Normal seniors.

GROUP III (1.30 P. M.)

1. North campus—
 - (a) Prisoner's base. Match game between Buttrville and Ohioville schools. Other schools may challenge one another. Two halves of ten minutes each will be played.
2. Tennis court—
 - (a) Primary children. (1) Here we come gathering boughs of May. (2) Three deep. (3) Miscellaneous games by the younger children of visiting schools.
3. South campus—
 - (a) Baseball throwing (girls).
4. Lower road—
 - (a) Tug of war (adults).
5. Upper road—
 - (a) 50 yards dash. 80 pound class. Finals.
 - (b) 60 yards dash. 95 pound class. Finals.
 - (c) 220 yards dash. All over 115 pound class.

GROUP IV (2 P. M.)

1. North campus—
 - (a) Games for little children: 1. London Bridge. 2. The jolly miller. 3. Fishes swim.

FIELD DAY AND PLAY PICNIC

2. Tennis court—Flag relay races for girls of the 7th and 8th grades of all schools.
3. South campus—Running broad jump. Adults.
4. Upper road—
 - (a) 70 yards dash. 115 pound class. Finals.
 - (b) 100 yards dash. All over 115 pound class. Finals.

GROUP V (2.30 P. M.)

1. North campus—
 - (a) Prisoner's base. Match game between Highland and New Paltz girls. Two halves of ten minutes each.
 - (b) 8 pound shot-put. 115 pound class.
2. Tennis court—
 - (a) Basketball relay races. 5th and 6th grade girls.
 - (b) Relay races by teams from visiting schools.
3. South campus—Running high jump. All over 115 pound class
4. Upper road—100 yards dash. Adults.

GROUP VI (3 P. M.)

1. North campus—Miscellaneous games open to all: volley ball, tether ball, badminton, playground ball, quoits, ring toss, archery.
2. Lower road—
 - (a) 360 yards relay race, 4 boys on a team, 80 pound class.
 - (b) 440 yards relay race, 4 boys on a team, 95 pound class.
 - (c) 880 yards relay race, 4 boys on a team, 115 pound class.
 - (d) 880 yards relay race, 4 boys on a team, all over 115 pound class.

GROUP VII (3.45 P. M.)

1. Lower road—
 - (a) Bicycle race. Boys.
 - (b) Bicycle race. Girls.
2. Tennis court—Obstacle race.

The program will be interspersed by folk dances, given by groups of boys and girls in costume, wandering as bands of merry-makers about the grounds. If time permits impromptu games of baseball will be arranged. Athletic badges and banners will be awarded after the obstacle race. Winners will assemble at the tennis court for this purpose.

A CONFERENCE OF RURAL COMMUNITY LEADERS
FROM THE VIEWPOINT OF A RECREATION WORKER

MRS. C. WILBUR CARY

Assistant, Playground and Recreation Association of America
New York City

The Third Annual Conference of Rural Community Leaders at the Massachusetts State Agricultural College at Amherst, June 28th to July 3d, brought together an earnest group, small in numbers but large in open-mindedness to receive and willingness to contribute enlightenment and inspiration for their own peculiar needs.

**Vision,
Co-operation** Vision, co-operation, were the characteristic words of the conference. It mattered not what section was being represented, whether that of the clergyman, of the librarian, of civic betterment, of town administration, of play and recreation, or some other, nearly every speaker emphasized the need of vision, of getting a far-reaching grasp of the ideal toward which to work,—that it is not enough to recognize the immediate need, the vision must reach even to the demands of succeeding generations and discover the program which shall most adequately provide both for the present and the future. And, again, each section recognized that the fundamental cause of its own peculiar problem is the individualism which rural life has tended to produce, and that its aim must be to bring about the right kind of co-operation. The country church, whose aim has been to fit us for a higher life where we may all dwell together in unity, must strive to secure some of that unity now. Instead of aiming to build up an institution as such, it must subordinate its own individual interests to those of the community as a whole. The school must still aim to benefit the individual child but as a complementary ideal it must strive to be a co-operating force in the community. The library must work in the light of community need, and strive consciously and directly to be a welding power. In fact, "community-mindedness" needs to be developed all along the line.

**More than
Prosperity Necessary**

The source of strength which the country community has always been to the nation, and the importance of conserving a stal-

A CONFERENCE OF RURAL COMMUNITY LEADERS

wart and healthy rural population, in order that the nation may be preserved in its integrity, was brought out most strongly. That the alarming tendency toward the depletion of farming communities and the degeneracy of their population may be stayed and a healthy and prosperous condition brought about, more than economic prosperity was shown to be necessary, although this is fundamental. Unless a real love for rural life can in some way be developed, mere prosperity will not keep men and women on the farm. Like the successful corn growers in Iowa,—of whom one leader spoke,—they will be “such successful farmers they will move to the city.” If men and women become tillers of the soil just for the money they can get out of it, they will, as soon as they have made their little fortune, go where they can spend it with greater comfort and enjoyment. What more than anything else has depleted the farm of its old-time stalwart race has been its isolation, the monotony, dreariness, drabness of its life. And here we come to see how the problem of play and recreation is most vital, and why much consideration was given to it at this conference of Rural Community Leaders.

The old Puritan idea that play was sinful, together with a conception that anything to do with recreation is expensive, explains to a large extent the slowness with which the modern gospel of play has found a place in the country. But it is needed in the country even more than in the city, both in order to make life there more attractive and to give the training for co-operation which was shown to be of such vital importance. By playing together, especially in team play, country youths will learn how to work together by and by. Miss Jessie Field, for several years County Superintendent of Schools in Page County, Iowa, and now Secretary of the Young Women's Christian Association for small town and rural work, told how one family living 'way back on an isolated farm and having no interest in the school or the community, in fact no interest whatever outside the drudgery of the farm, was gradually won over to active participation in both and to a new standard of living through the efforts of a wise and tactful rural school teacher who got the older girl interested in spite of herself in the county sewing contest. The girl's mother had never been able to get her to sew a stitch but she caught the enthusiasm, was aroused to put

A CONFERENCE OF RURAL COMMUNITY LEADERS

forth her best effort, and actually won the blue ribbon. Then shiftless older brother, awkward and shy younger brothers and sisters, worn and hopeless mother with sickly baby in her arms, and finally, rough and skeptical father were drawn irresistibly to the exhibit and to a proud part in it,—which was a turning point in their lives—for were they not brothers and sisters, and mother and father of the girl who had won the blue ribbon?

Not Equipment but Leadership

It was brought out that one of the fundamental principles for those interested in providing recreation for the country to understand, is that what is essential is not equipment, but efficient leadership and organization; find an interest which will bring the young people together, organize team play, have a leader to direct it wisely and keep the thing moving, and equipment will largely take care of itself. Athletics should occupy a large place in the recreation program, not the form that will tend to the development of a few stars, but that which will provide opportunity for all to take part and will train in group loyalty.

Pageantry

Pageantry was shown to be a form of recreation especially well adapted to the country, in which old and young alike can participate, and which, in pointing out a common interest, often historical, in which all have a share, will develop a community spirit as almost nothing else can. Seeing from the fine stereopticon views what has already been accomplished by rural communities in this way, made all the more real by the presence at the conference of the wide-awake "country parson" from Thetford, who was ready to testify to what the pageant there has meant to his community, those present caught a vision of the possibilities which lie ahead in this most beautiful form of play.

Folk Dancing

One of the most suggestive parts of the conference was the time set apart each afternoon for demonstration of folk dances and games. On the first afternoon Mrs. Storrow invited as many of the delegates as were willing, to try some dances on the green, while the others looked on and saw how they were taught. Music was furnished partly by a Victrola and partly by a piano which had been brought out under the trees. While not a large number took part, and it was in no sense a finished performance,

THE RURAL TRAVELLING LIBRARY

—for some who entered into it had never danced before,—yet for this reason it was all the more significant. Leaders caught glimpses of the possibilities here for wholesome recreation, and more than one was heard to say, “That is what we want in our community.” Further demonstrations of folk dances and games suitable for the country were given on other days by Miss Post of Wellesley.

We may perhaps sum up the spirit of the conference in the words of President Butterfield, who in the course of his series of most carefully thought out and inspiring addresses on a community program, said that as a fundamental part of that program, “There must be built up such a love of country life as such that there will per force be developed and maintained in the rural community the things necessary for comfort and enjoyment. This must grow out of the essential poetry of farm life—the romantic phase of the work must get into our blood.”

THE RURAL TRAVELLING LIBRARY *

GEORGE B. UTLEY

Secretary of the American Library Association, Chicago, Illinois

To Make Better Citizens

It is well for national associations to get on a closer co-operative footing than they have been heretofore. This spring a committee was appointed by the American Library Association to co-operate with some other national associations, and the Playground and Recreation Association was one of them. The questions that libraries have to answer are similar to yours. We have one feature of the work, and you have another, but both are trying to help people to make better citizens. The library is trying to help people in three different ways,—to instruct, to inspire, to refresh. In the old times the only function of a book was to instruct, and then they came a little closer to the understanding of a book and began to realize that its duty was also to inspire,—the literature of power as well as the literature of knowledge. Now we are beginning to see

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 7, 1912

AVAILABLE RECREATION WORKERS

that it is a legitimate use of public funds to refresh people as well as to instruct and to inspire.

Travelling Libraries

The rural travelling libraries are conducted through what is known as the State library commissions, bodies which have been authorized and created and organized by acts of legislature. They use State funds and are a part of the State machinery. The work began in Massachusetts in 1890. Following the move of Massachusetts to carry library work into smaller communities came New Hampshire, then New York with a fine system, then Wisconsin with one of the best commissions we have, and then Ohio, until now we have thirty-one States with these State library commissions doing work with funds appropriated by the legislature. One of the principal functions of the State library commission is to establish these rural travelling libraries. There is an effort on the part of all good, serious-minded people to combat the tendency of people to live in the cities, and to make people contented with the country. The advantages which country people have now make it more worth while living there. There is the rural free delivery, the better roads which have been the result of automobiles, telephones, and now comes the travelling library. At present about forty-five per cent are reached by these libraries. Every State has a library worker to go out into the country among the people, to learn the needs of people of all conditions, and to study how to meet them. Sometimes people are anxious for libraries, in other cases they have to be persuaded to take them.

AVAILABLE RECREATION WORKERS

The following list contains the names of persons who have indicated to the Playground and Recreation Association of America that they desire to engage in recreation work. A brief statement is given in each case in regard to training and experience, and the names of people who are acquainted with them and their work.

* Indicates that the applicant desires a position as supervisor.

† Indicates that the applicant desires a position for the entire year.

‡ Indicates that the applicant will consider a position either for the summer or the entire year.

‡ Appleby, Esther, 245 West Kennedy Street, Syracuse, New York.

Training: Graduate high school, Emerson College of Oratory. Public School Music Course, New England Conservatory of Music. Folk dancing.

Experience: Director Department Expression and Physical Culture, McComb public schools. Settlement work.

References: H. P. Hughes, McComb, Miss.
Howard Bourne, Jamaica Plains, Mass.

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- * **Banker, Carolyn E., 419 W. 119th St., New York City.**
Training: Graduate high school and Kindergarten Training School. Physical Education, Columbia University, one year.
Experience: Teacher, six years. Playground director, six summers.
References: Dr. A. R. Brubacher, Schenectady, N. Y.
Miss M. E. Whitaker, Troy, N. Y.
- Burch, Esther W., Coronal, San Marcos, Texas.**
Training: Graduate Stanford College, student five Normal schools, Emerson College of Oratory.
Experience: Teacher Expression and Physical Training, ten years.
References: Rev. Sterling Fisher, Coronal, San Marcos, Texas.
Miss Cornelia Brownlee, Kenilworth Hall, Austin, Texas.
- * **Bushnell, Charles J., 572 Oneida Street, Appleton, Wisconsin.**
Training: Graduate University of Chicago, Ph.D., 1901.
Experience: Organized charity and settlement work. Professor Social Science, eleven years. Playground supervisor, five years.
References: Albion W. Small, University of Chicago, Chicago, Ill.
George A. Bellamy, Hiram House, Cleveland, Ohio.
- † **Clark, Florence E., 30 Pattison St., Worcester, Massachusetts.**
Training: Graduate high school. The Sargent School of Physical Education, three years.
Experience: Children's classes, Y. W. C. A., one year. Playground director, two summers.
References: Francis Hyde, City Hall, Worcester, Mass.
Frances Bent, Y. W. C. A., Lowell, Mass.
- Cooper, Florence E. L., 272 Etna St., Brooklyn, New York.**
Training: Graduate high school. Student New York Normal School of Physical Education.
Experience: Teacher gymnastics, public baths. Teacher folk dancing.
References: Miss G. Jacob, Jamaica, Long Island.
Miss M. F. Carter, 308 West 59th St., New York City.
- * **Croohe, Maxwell A., 184 Georgia Avenue, Brooklyn, New York.**
Training: Graduate high school and New York University. Playground Course, New York Normal School of Physical Training.
Experience: Teacher Physical Training, New York City high schools.
References: Montague Gammon, Richmond Hill, Long Island.
Henry H. Wikel, Brooklyn, N. Y.
- *† **Erenstone, Lesser, State School for Blind, Batavia, New York.**
Training: Business course. Summer courses. Physical Education. Playground course.
Experience: Physical director public schools and playgrounds, three years. Playground director, one summer.
References: E. J. Ward, University of Wisconsin, Madison, Wis.
F. B. Messing, Y. M. C. A., Rochester, N. Y.
- Everett, Annie, Chatham, New Jersey.**
Training: Graduate Georgia State Normal School.
Experience: Teacher public schools, six years. Director games.
References: Charles Philhower, Chatham, N. J.
M. L. Brittain, Atlanta, Ga.
- † **Gatchell, Mrs. Lucy A., Windsor, Connecticut.**
Training: Graduate seminary. Special courses music and drawing. Recreation course New York University Summer School.
Experience: Supervisor music and drawing, eleven years. Folk dancing, dramatics, industrial work.
References: Alvan R. Lewis, Belchertown, Mass.
S. H. Willard, Colchester, Conn.
- ‡ **Griffin, L. Genevieve, 122 18th Street, Toledo, Ohio.**
Training: Graduate high school and Posse Normal School.
Experience: Student work in directing physical training, games, folk dancing and story telling.
References: Baroness Rose Posse, Posse Normal School, Boston, Mass.
Dr. Elizabeth Gray, Posse Normal School, Boston, Mass.

AVAILABLE RECREATION WORKERS

Hall, Bertha A., Yorkville, New York.

Training: Graduate Academy and Teachers' Training School. Courses folk dancing and games.

Experience: Kindergarten Italian settlement districts, five years. Orphan Home, three years. Playground assistant, one summer.

References: Wilber B. Sprague, Utica, N. Y.
Rev. Godfrey Chobot, Albion, N. Y.

* Harrison, Charles B., Oberlin, Ohio.

Training: Graduate Y. M. C. A. Training School, Chicago. Now junior, Oberlin.

Experience: Physical Director, three years. One year settlement and playground work, Chicago. Assistant at Oberlin.

References: Ralph R. Wolf, Fargo, N. D.
Dr. H. F. Kallenberg, Association Building, Chicago, Ill.

Heller, Henry B., 704 East 6th Street, New York City.

Training: High School Commerce. Swimming and athletics.

Experience: Camp work, one summer. Swimming instructor, one summer.

References: A. W. Hendrian, High School Commerce, New York City.
Mr. Schoning, 92nd St. and Lexington Ave., New York City.

‡ Hiller, Miss Ada, 403 Church Street, Honesdale, Pennsylvania.

Training: Graduate high school and Normal School of Physical Education.

Experience: Teacher, two years. Assistant matron, Home for Girls.

References: William Chynoweth, Dayton, Ohio.
Dr. Mabel Otis, Battle Creek, Mich.

*† Honhart, F. L., University of Louisville, Medical Dept., Louisville, Ky.

Training: Graduate high school and Y. M. C. A. College. Pennsylvania State College, one year.

Experience: Director athletics, four years. Playground supervisor, two summers. Camp and club work, four summers.

References: Dr. J. H. McCurdy, Springfield, Mass.
Maurice Ross, Director Playground, Westbrook, Me.

*† Kranz, Sidney, 73 Ridge Street, New York City.

Training: Graduate high school. New York City College, two and a half years. Now senior Physical Education Department, Teachers' College.

Experience: Settlement work, two years. Teacher Newark Playgrounds, one year; director, one year. Assistant Columbia University gymnasium, 1912-13. New York City Recreation Centers, 1912-13.

References: Dr. T. D. Wood, Teachers' College.
Wallace A. Manheimer, 609 West 136th St., New York City.

Leonard, Frank E., Connecticut Literary Institute, Suffield, Conn.

Training: Graduate high school and Colgate University.

Experience: Teacher mathematics and director athletics, two years.

References: Hobart G. Truesdell, Suffield, Conn.
Dr. Ellery Huntington, Colgate University, Hamilton, N. Y.

*‡ Lewis, Chauncey B., 612 St. Clair Avenue, Cleveland, Ohio.

Training: Graduate high school. Bachelor Physical Education, Springfield College and Medical School, Western Reserve University, four years.

Experience: Director playground, three summers. Boys' camp, one summer. Physical director, three years.

References: J. H. McCurdy, Springfield College, Springfield, Mass.
E. G. Peterson, Board of Education, Cleveland, Ohio.

McCurdy, John R., Suffield, Connecticut.

Training: Graduate Clark College. Gymnasium classes Y. M. C. A. College.

Experience: Teacher history and gymnastics, one year. Director boys' playground, one season.

References: H. G. Truesdell, Suffield, Conn.
Maude E. Gay, 45 Irving St., Montclair, N. J.

* Overton, John A., Craigville, New York.

Training: Graduate Teachers' College. Two years College Physicians and Surgeons.

Experience: Physical director Y. M. C. A., six years. Church work, one year.

References: M. L. Beebe, Montclair, N. J.
Rev. H. C. Weber, 209 Concord St., Brooklyn, N. Y.

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*† Pasini, H. F., Cedar Falls, Iowa.

Training: Graduate high school and International Y. M. C. A. College. Medicine, three years.
Experience: Playground director, Cleveland, Ohio, two summers; supervisor, Meadville, Pa., three summers. Teacher of playground administration and hygiene. Boys' club work, Springfield, Mass. Organizer of Sunday School Athletic League at Cedar Falls. Now assistant physical director and athletic coach at Iowa State Teachers' College.
References: H. H. Seerley, Cedar Falls, Iowa.
Dr. McCurdy, Springfield, Mass.
Dr. W. A. Elliott, Meadville, Pa.

† Philips, Margaret Alexander, 108 Broadway, Nyack, New York.

Training: Graduate Froebel Normal Institute and New York Kindergarten Association.
Experience: Teacher primary work, three years.
References: Hon. A. S. Tompkins, Nyack, N. Y.
Rev. R. J. Holmes, Nyack, N. Y.

Pressentin, Olga C., 425 N. Patterson St., Madison, Wisconsin.

Training: Graduate high school, University of Wisconsin. Wisconsin Summer Session, two years.
Experience: Organized four groups Camp Fires. Taught children games.
References: George W. Ehler, Madison, Wis.
Dr. Meanwell, Madison, Wis.

* Purcell, Raymond Forrest, 551 West 161st St., New York City.

Training: Graduate Illinois University.
Experience: Physical director St. Bernard's School, three years. Instructor physical work, City College, one year. Settlement work.
References: Dr. Thomas A. Storey, City College, New York City.
Rev. Thomas A. Conover, Bernardsville, N. J.

Sabsovich, Julia, 799 Jennings Street, New York City.

Training: Preparatory schools, three years. Special courses, New York Normal School of Physical Training and Temple College.
Experience: Physical director and teacher, folk and æsthetic dancing.
References: Mr. I. S. Aranson, 307 Henry St., New York City.
Dr. L. B. Bernstein, Hebrew Sheltering Home, Pleasantville, N. Y.

‡ Schelly, Hannah I., 1120 Walnut St., Allentown, Pennsylvania.

Training: Graduate Allentown College Course; Posse Normal School.
Experience: Mission work with girls.
References: Baroness Rose Posse, Posse Normal School, Boston, Mass.
Judge Frank E. Trexler, Allentown, Pa.

* Scholkow, Samuel P., 358 Thatford Avenue, Brooklyn, New York.

Training: Graduate high school and Normal School of Physical Education, including recreation courses.
Experience: Evening Recreation Center, one season. Assistant playground director, two summers. Physical director, settlement, two seasons. Physical director, high school, one year.
References: Miss M. F. Carter, 308 West 59th St., New York City.
Dr. H. B. Savage, 308 West 59th St., New York City.

‡ Thorne, Ella M., Nyack, New York.

Training: High school, three years. Kindergarten Training School, two years.
Experience: Mission class work, three winters. Mission kindergarten, one summer.
References: Constance Sanders, 344 West 36th St., New York City.
Mrs. J. S. Augur, 39 West 126th St., New York City.

*† Wyle, Armand, 40 Morningside Avenue, New York City.

Training: High school and Pratt Institute.
Experience: Superintendent orphanage, three years. Head-worker settlement, two years. Organizer Boys' Republic and other group activities.
References: David M. Bressler, 174 Second Ave., New York City.
Dr. L. B. Bernstein, Pleasantville, N. Y.

BOOK REVIEWS

THE CHILDREN'S EDUCATIONAL THEATRE

By ALICE MINNIE HERTS. Published by Harper and Brothers. 1911

So much discussion has been aroused, both for and against the project of a children's theatre, that Miss Hert's book setting forth her firm faith in the educational and social values of the only successful theatre of this kind, founded and conducted by her for more than six years, will be most welcome reading. The book seems especially timely just now when a movement to re-establish the theatre under endowment is afoot. While many people who have studied this question deeply doubt the wisdom of so set a form of play as a children's theatre, no one is yet ready to be dogmatic, and in the meantime, Miss Herts's book is interesting reading. Miss Herts tells how the New Yory Children's Theatre came to be, how it was conducted, the principles evolved, and the results appearing. A valuable addition to the book is found in excerpts from lectures delivered at the request of Miss Herts in exposition of the principles upon which the play work was founded. The series of six lectures included the following topics: The Activity of the Dramatic Instinct during adolescence and pre-adolescence, The Development of the Humanities through Character-playing, and The Drama in its relation to education. Doctors Percival Chubb, G. Stanley Hall, Franklin B. Sargent, James J. Walsh, Professor George Pierce Baker, and Mr. Percy MacKaye delivered the lectures.

MANUAL OF WRESTLING

By W. E. CANN and W. W. HASTINGS, Ph.D. Hygiene and Physical Education Press, Battle Creek, Mich., 1912. 12mo. 218 pages. Price, \$1.75

This recent publication is probably the best available today on the subject of wrestling as now conducted. It gives a brief historical sketch of the art, offers suggestions on diet, training and fundamentals, copies the rules of the various styles, and by description and photographs from life describes 158 positions, holds and breaks which are deserving of close study.

As a matter of convenience an index would have increased the value of the book, and had the writers kept in mind the emphasis of wrestling as an exercise rather than as a purely competitive sport, the text would have been of greater service to the uninitiated.

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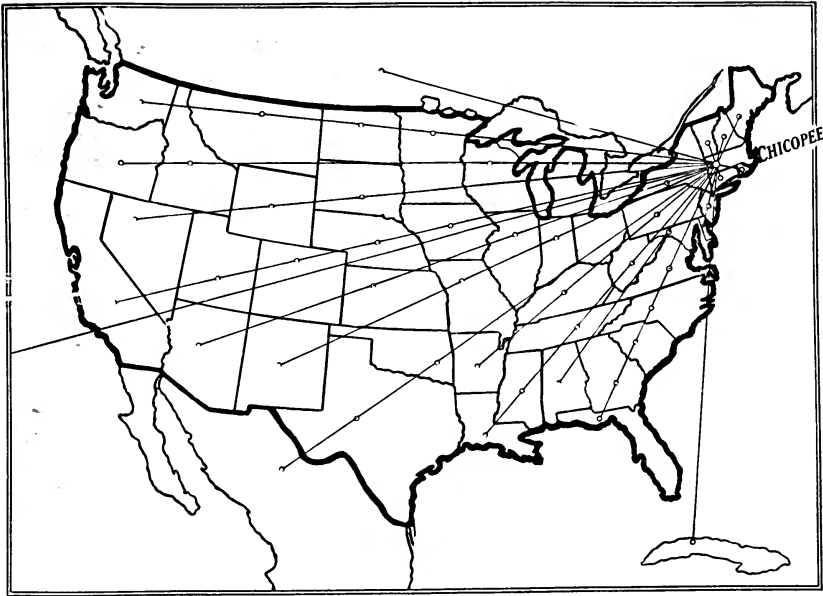
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RECREATION CONGRESS

Richmond, Virginia

May 6-10, 1913

No effort is being spared to make the Richmond Recreation Congress the strongest yet held. It is expected that for one week preceding the Congress—April 29-May 6—a School for Recreation Workers will be held—the attendance limited to sixty—preference being given in the following order:

1. Recreation Secretaries.
2. Recreation Supervisors.
3. Directors in charge of individual recreation centers.
4. Play Leaders.



